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ABSTRACT

This handbook is intended for parents in the Parent Education Program at Columbia Basin College (CBC), Washington. It is designed to help them learn about their role as a participating parent, as an assistant teacher, as a group member, and as a student in a parent education cooperative group. The importance of parent education is emphasized. A discussion of the program organization follows. A section on participation guidelines provides details on the parent agreement, group officers, field trips, accident procedures, and insurance. The role of CBC in the parent cooperatives is then addressed. Other sections focus on the interrelationship of play and learning, the role of the parent in the classroom, and discipline and guidance. Suggestions for activities for the classroom include creative activities, snacks, science, activities encouraging physical growth, and toys. Other contents are health and safety guidelines, tasks to teach responsibility, and an annotated bibliography of resources on various aspects of parenting. (YLB)

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COLUMBIA BASIN COLLEGE

HANDBOOK
FOR
PARENTS
ENROLLED IN PARENT EDUCATION COOPERATIVE GROUPS

CONTENTS COMPILED & EDITED BY
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May 1987

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Special acknowledgement is owed to Tacoma Pierce Council, South Seattle Community College, Big Bend Community College and L.H. Bates Voc. Tech. for use of materials.

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Parent Educators, Barbara Debban, JoAnn Hare, Celia Jamison, Meg Molton and Linda Wintczak organized the content. Several faculty members provided materials and suggestions. The contributions of all are gratefully acknowledged.

NONDISCRIMINATORY POLICY

All schools and classes affiliated with the Parent Education Program of Columbia Basin College adhere to the following nondiscriminatory policy: They admit students of any religion, race, color, and national or ethnic origin to all rights, privileges, programs, and activities generally accorded or made available to students in the schools and classes. They do not discriminate on the basis of religion, race, color, or national or ethnic origin in administration of their educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.

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WELCOME

Welcome to the Parent Education Program at Columbia Basin College. Whether you are the parent of a walkabout, toddler, or preschooler, we hope that this handbook will help you to better understand our program and the way it works for you and your child.

You will want to keep it handy to refer to when you have questions, or need project ideas. It is in notebook form so you can easily add your own information or handouts given to you during the year. We hope it will become a valuable resource in making the time you spend in the program successful for you and your child.

If this is your first experience in a parent education co-operative group you will have many questions. This handbook will help you learn about your role as a participating parent, as an assistant teacher, as a group member and as a college student.

You will also understand how the College contributes to your experience, the responsibilities of the Parent Education Instructor, what to expect of your child's teacher, and what benefits you can anticipate for your child. The value of the program will depend in large measure on how well you and the other participants understand their responsibilities , and upon the good will you all extend to each other. The Parent Education Program wishes you a successful year, one which you and your child will remember fondly as the time you went to school together.

THE IMPORTANCE OF PARENT EDUCATION

THE IMPORTANCE OF PARENT EDUCATION

Parenthood is an occupation which requires education, experience, thought, energy and concern. Unlike some occupations, it is strictly full time and occupies twenty-four hours a day. In as much as parents want their children to develop into healthy mature adults, a certain knowledge of parenting skills is needed.

The purpose of the Parent Education Program at the college is to give parents the opportunity to increase their understanding of children. Through observation, participation, and regular parent meetings, parents gain skills in understanding young children and meeting their needs.

Parent Education also provides the opportunities for the development of leadership skills and the gaining of information related to the family life.

ADVANTAGES FOR PARENTS INVOLVED IN THE PROGRAM:

Parents have the opportunity to:

--be directly involved with the child in his educational experience.

--belong to a group with common interests

--make new friends

--observe characteristics of children

--see common likenesses and differences among children.

--share part of a particular skill such as art, music, sewing, drama, etc.

--contribute to the preschool curriculum.

--acquire skills to use with children.

--learn leadership skills

--discuss what children see and learn with people qualified to interpret that behavior.

--have an instructor and teacher available to help with family related concerns.

YOUR ROLE AS A STUDENT

The Cooperative Programs at Columbia Basin College are designed to provide a learning experience for participating parents. The monthly meetings are basic to the program. They will include discussions, speakers, and films which will contribute to your understanding of children and human relationships. Your days in the classroom will provide an opportunity to apply your knowledge. Your contact with other parents will bring new insights and your relationship with your instructor and your children's teacher will stimulate your thinking. Share your ideas with the group and listen carefully to other members; lively interchange helps everyone to learn.

Books, too, can help you think constructively and should raise questions for your consideration. Read several authors and you will be able to view their opinions critically. They sometimes disagree. Test their advice against your own experience in order to understand its meaning and evaluate its worth. Only you can build your own philosophy of parenting but it should be a philosophy developed from many sources and based on rich experience.

Remember, <u>you</u> are the student in the Columbia Basin College Program. Your child is enrolled in the program to aid you in your learning as a parent.

PROGRAM ORGANIZATION

GOALS AND OBJECTIVES FOR COMMUNITY COLLEGE PARENT COOPERATIVE PROGRAMS

(established by the State Board for Community College Education)

Parent Education Programs in Washington State follow guidelines issued by the State Board for Community Colleges. It will help you to better understand the program if you read the goals and objectives from these guidelines.

GOALS: The goal of Washington Community College Parent Cooperative Preschool Education Programs is to improve the parenting skills for parents of preschool children.

OBJECTIVES:

a. To develop realistic age level expectations from knowledge learned in Parent Education classes.

b. To clarify child-rearing values and attitudes and to explore methods of child guidance.

c. To learn about the physical needs of family members: nutrition, safety, first aid, childhood illness, exercise and stress management.

d. To experience and understand the role of parent involvement in maintaining quality learning environments for children.

e. To develop skills and practice in teaching young children in the following areas: art, science, concept development, language, music, motor skills and cooperative play.

f. To share support, consultation and resource information concerning childbearing and family life.

g. To learn about contemporary family concerns such as child abuse, divorce, sexual assault, illness and death and family resource management.

h. To develop skills in group organization and leadership.

i. To develop and/or increase confidence in managing the demanding role of parents in a changing society.

j. To strengthen family communication and relationships

METHODS OF INSTRUCTION AND COURSE STANDARDS

As in other vocational courses, Parent Education through cooperative preschools is based upon application of theoretical knowledge in a laboratory setting. Parent Education material is presented in seminars as well as the laboratory preschool by college instructors.

THE PARENT EDUCATION CO-OPS AT CBC

Parent-Infant Co-op: Parents and babies 0 - 12 months attend class together once a week. Parents of infants share an opportunity to share techniques and problems with other parents, discuss common concerns about feeding, discipline, toilet training, management of time and child development with the instructor.

Parent - Walkabout Co-op: The Parent Walkabout Cooperative Program serves parents with children aged 12 months to 2 years.

Parent and child(ren) attend class once a week. Time is available in the class for an education session with the parent educator, and for interacting with your child in the preschool classroom where age appropriate activities are offered by the children's teacher.

The fully participating parent, either the father or the mother, is required to attend the once a week session with his/her child and also to attend an evening parent meeting once per month.

If the non-participating parent wishes to enroll in the course, he/she may attend the evening parent meetings or by participating by building equipment or other materials needed by the group.

Parent - Toddler Co-op: Parents with children between ages 24 months and 3 years are eligible for the Parent Toddler Cooperative Program.

Parent and child(ren) attend class once a week. Time is available in the class for an education session with the parent educator, and for interacting with your child in the children's classroom where age appropriate activities are offered by the children's teacher.

The fully participating parent, either the father or the mother, is required to attend the once a week session with his/her child and also to attend an evening parent meeting once per month.

If the non-participating parent wishes to enroll in the course, he/she earns one college credit for attending the evening parent meetings or by participating by building equipment or other materials needed by the group.

Parent - Preschool Co-op: Parent and child(ren) attend school together one day and the children attend an additional one or two days per week. A quality preschool program is offered to the children, with the parents in the classroom acting as assistant teachers.

Through observation, participation and discussion, parents have an opportunity to better understand their own child and his individual needs. The opportunity to observe their child interacting with his peers and then discussing those observations is one of the strengths of the program. Opportunity for discussion time with the group parent educator is made available on a weekly basis.

The fully participating parent must assist in the classroom one morning per week and attend an evening parent meeting once per month. Parent cooperative preschools serve children 3 to 6.

THE PARENT EDUCATION TEAM

Each group has two CBC instructors, one the children's teacher and the other the parent educator instructor. In Infant, Walkabout and Toddler groups, the roles are interchangeable. The instructors work cooperatively in an effort to assure each child and parent a happy and productive learning experience. Each has an area of special competence and special responsibility but these areas often merge. Feel free to seek information or discuss difficulties with either person. You can be sure your confidence will be respected.

The Preschool Teacher

The teacher has a dual role in working closely with both the parent and child. The preschool teacher does not serve in the traditional role of "teacher" in the formal classroom. Rather, he/she acts as head teacher, with parents serving as assistant teachers. The teacher is annually reviewed by the group.

THE TEACHER:

--plans curriculum and establishes an environment suitable for young children.

--is responsible for arranging equipment and providing materials to interest and challenge children.

--plans first-hand experiences, both at school and on excursions, that will increase children's learning about their world.

--makes suggestions that will help the parents learn to work better with children.

--acts as a model or example for parents.

- is responsible for assigning parents to supervise learning areas.

--attends monthly parent meetings and communicates curriculum and goals to the group.

--consults with the parent education instructor as to the needs of the group.

--attends monthly staff meetings.

--works closely with the Parent Education Instructor regarding educational programs.

- attends workshops and classes relating to child development and parent education and shares this information with the group.

THE PARENT EDUCATOR

The Parent Educator is an educator, advisor, and resource person for the parents and teacher. In the Infant, Walkabout and Toddler groups he/she is responsible for presenting the class parent education topic each week. He/She is responsible for preparing the evening parent education meeting.

The instructor in the preschools 3-5 groups has a responsibility to the parents and the teacher to:

--provide assistance to the teacher in planning and implementing the educational program for the children.

--offer parents guidance in functioning as assistant teachers at school.

--offer parents guidance in interpreting behavior, growth and development of their children.

--offer guidance to the officers of the group.

--help the group in evaluating the program.

He/She visits the groups once a week to discuss parents concerns and prepares the monthly evening parent education meeting. The Parent Educator deals with all the college paperwork necessary for the functioning of the group. Feel free to consult with the parent educator of your group on any aspect of parenting, or on any concerns you have about your child. He/She is an invaluable resource.

PARTICIPATION GUIDELINES

PARTICIPATION GUIDELINES

The College requires the parents to enroll in the Columbia Basin College course entitled, **"Parent Education Cooperative"** and meet course requirements.

The Co-operative Group requires the parent to:

--attend monthly parent meetings/workshops

--participate in the children's classroom, preparing activities for children in advance where required

--pay tuition and other fees

--complete emergency information and immunization forms

--attend orientation upon enrolling

--fulfill specific obligations such as:
serving as an officer or committee member
participating in work-parties, providing snacks as required

ALTERNATE PARTICIPATION GUIDELINES

If it has been established that the participating parent cannot attend preschool on a regular basis, alternate parent participation may be established with the permission of the Program Coordinator. Such alternate assignments might include curriculum material preparation, bookkeeping for the co-op, or other such tasks as could heavily involve a parent outside the classroom setting.

Parental participation also has possible alternatives if attendance at the evening parent meeting is impossible because of work schedule. She/He may participate by building playground equipment or by helping with curriculum materials for the children, etc. However such alternate methods must again be approved by the Program Coordinator.

Maternity Leave

The mother participates regularly in the program up until the time that her doctor indicates that she should no longer work in the classroom setting. During the period until she receives permission to return, she works with the teacher on assignments such as constructing supplemental materials for the preschool or by performing other preschool tasks which can be done at home. Maternity Leave usually lasts six weeks

Working Parent

Some 3-5 co-operative groups accept a percentage of parents who can never work in the preschool laboratory setting owing to work conflicts. Alternate participation may be approved by the Parent Educator and Program Coordinator.

An agreement is signed at the beginning of each year by the parent, to ensure guidelines are followed.

CBC PARENT AGREEMENT

Parent's Name _____

Child's Name _____

Address _____ Phone _____

As a member of the group cooperative I agree to comply with all requirements of the group. I recognize it will be my duty to contribute my time and abilities and do the share of the work required for successful operation of the group.

I have read and agree to the following:

1. I will participate in the coop-group one morning per week as required. If I cannot participate, I will arrange a substitute for myself , and notify the instructor in advance.

2. I will attend regular monthly parent meetings I understand attendance at these meetings is compulsory and a necessary part of our continued participation in the group.

3. I will read and abide by the Handbook & Parent Education guidelines.

4. I will complete an enrollment form and immunization record of my child.

5. I will sign a medical release for my child.

6. Proof of my negative x-ray or TB skin test is on file at _____ _____.

7. I agree to have a valid driver's license and carry liability insurance on any vehicle used for transporting children on a field trip.

8. I include with this form a $_____ application fee. (A refund will be given only if child is not placed due to lack of space in a class.)

9 Assist periodically with room arrangement, inventory, equipment renewal, cleaning and repair or assist the instructors with special jobs when requested.

Signed _____

GROUP OFFICERS

You may be asked to represent your group as a board member, serving as Chairperson, secretary, treasurer or parent liaison.

The Chairperson:

--Presides over all business meetings of the group

--Is the group's representative on the Parent Education Advisory Board.

--Acts as a liaison between the instructors and the group

--May be called on to handle conflict resolution situations.

The Secretary:

--Maintains a record of minutes at all business meetings.

--Handles care of correspondence for the preschool.

The Treasurer:

--Collects all tuition and registration fees.

--Submits a monthly treasurer's statement to the Parent Education office by the 15th of the month.

--Maintains a petty cash supply for the teacher.

--Pays all coop bills.

--Maintains records of all transactions involving finances.

--Submits books for audit when required.

--Attends the Fall Treasurer's Workshop.

The Parent Liaison:

--Greets a prospective new member of the group when she comes to observe the program.

--Provides an orientation experience for the new member.

--Makes contact after the new member has enrolled to make sure there are no questions, difficulties, etc.

FIELD TRIP GUIDELINES

Below are guidelines to keep in mind when planning field trips for young children:

1. Consider the suitability of the trip to the children's age - not to the interest level of the parents.

2. The specifics of each trip -- such as location, special rules -- should be approved by the teacher and/or a responsible adult.

3. We suggest that a field trip chairman be appointed in the spring, so she is able to look over possibilities during the summer months.

4. The teacher should be left free to circulate among all the children, giving individual attention when necessary.

The insurance carried by the Columbia Basin College Parent Education Programs requires strict adherence to the following guidelines for field trips.

1. Drivers must have a valid drivers license and carry liability insurance on any vehicle used for transporting children on the field trip.

2. Drivers must not be using any medication that could affect driving capabilities or be under the influence of drugs or alcohol.

3. Each child must have his own seating place in the car, with one adult (not including the driver, who is responsible only for driving) in each seating section.

4. Adherence to Washington State seatbelt and car seat laws is a must

5. The teacher must notify the Parent Education Office in advance of each field trip.

6. Parents should be notified in advance of trips.

7. Written permission should be received from each parent prior to any field trips. This might be one form which covers the entire year, or individual notices for each trip.

To deviate from these guidelines may mean that the insurance could be void in case of an accident.

ACCIDENT PROCEDURE

In case of serious injury, the teacher will call an ambulance and will accompany the child or the parent and child to the hospital, taking the child's medical release form. The team instructor or qualified parent will take responsibility for the group.

If the injury is not serious enough to require immediate treatment by a physician, applicable first aid procedures will be followed, and the parent notified. The parent may wish to take the child to his/her own physician.

The Parent Education Office at CBC (946-8796) should be notified as soon as possible, and any insurance claims should be filed through the office.

In case of an accident occurring to an adult in the classroom, applicable emergency procedures should be followed. Adults are not covered by the Accident Insurance policy purchased for the children but do have liability coverage. The Parent Education Office (946-8796) and The Dean of Student Services (547-0511) should be notified in case of adult injury, as soon as possible.

THE PARENT COOPERATIVE AND COLUMBIA BASIN COLLEGE

It is frequently asked what the college does for the coops. Because the basic philosophy of CBC is one of involvement and participation in decision making and program implementation it is not always easy to see what the college's role is with respect to Parent Cooperatives. The course is one of the vocational education offerings at Columbia Basin College.

The Preschool laboratory is vital to the program's intent and philosophy. As in any laboratory the parents have an opportunity to gather data through observation and experimentation. Parents observe their own and other children in a controlled environment; observe the teacher, instructor and other parents' responses to a variety of situations; test alternative methods of interaction and guiding children; share opinions and observations; and experience a model children's learning environment. The program for the children emphasizes individual exploration, independence, cooperation, and physical, social and cognitive development. The content and theory of the course is tested in the laboratory preschool and at home.

The coop experience also provides opportunities in managing a preschool. Parents have an opportunity to obtain training and experience in group leadership, financial management and recordkeeping, communications, data-gathering, legal aspects of non-profit groups, and group problem-solving and decision-making. The instructor serves as facilitator, information provider, and technical advisor on group operations and processes.

The major role of college personnel is one of leadership with parent cooperative groups. Rather that of an authoritarian relationship of hierarchical authority, responsibility and authority are shared. It is that which is most difficult to explain to outsiders who view learning as only possible in a lecture hall where the instructor is expert and decision-maker regarding course content and format. Parents are the experts on their children and as an adult learner, can take responsibility for attaining parenting skills.

COLLEGE INVOLVEMENT: SPECIFICS

What are the concrete activities of the leadership roles assumed by the college? The components as they relate to program goals will be separated. These activities may not occur every year or in every class because an attempt is made to adapt to the particular needs and priorities of the individuals and groups.

I. Provide the opportunity for self-education and training related to the occupation of parenthood.

   a. Present information related to the parenting role through parent meetings, periodic area-wide seminars and workshops on timely topics, hand-outs to individuals and groups, books, bulletin board announcements, individual consultations, and discussion groups. Parent Educators are assigned 22-33 hours per quarter to each group/class and paid by the college. An administrator or secretary coordinate the program. Instructional materials, audio-visual equipment and secretarial support are available.

   b. Advise children's teachers on early childhood curriculum, classroom management, child guidance and parent involvement. Provide in service education for children's teachers in their role as laboratory teachers.

   c. Maintain a professional staff with individual areas of expertise. Provide in service education for instructors to remain current in the fields of child development, early childhood education, communications family issues, nutrition, first aid and health, and consumer education.

   d. Create a setting which contributes to the development of self-confidence. Promote autonomy in group and individual decision-making by encouraging program evaluation, questioning, and development of respect for differences in values and methods. Methods used are discussions, information sharing, observation, demonstration of techniques and open communication.

   e. Maintain listing of community resources and make referrals when needed.

II. Encourage development of leadership skills, organization abilities and involvement in education and community issues affecting children and families.

College Involvement:

a. Provide program continuity and philosophical foundation through provision of leadership, maintenance of files, and liaison among groups.

b. Assist with recruitment by referring phone calls to groups; telephone yellow pages listing; quarterly college schedules mailed to homes; acceptance of referrals from caseworkers, counselors, pediatricians and attorneys; distribution of lists of groups; and program brochures.

c. Set and maintain standards for the children's program, parent participation and the preschool as laboratory consistent with current theory, research and practice in early childhood education.

d. Publicize the program to the community, governmental agencies, those who rent facilities to groups, professionals working with families and the media.

e. Instructors serve as advisors to executive boards of cooperatives pointing out alternative solutions, promoting participatory decision making and providing information.

f. Sponsor a representative Advisory Committee and provide secretarial service, dissemination of information, instructor consultant, and facilities to the council.

g. Provide lending bank of equipment for preschool labs and assume coordination costs.

PLAY AND LEARNING

Play and Learning

Young children learn in very different ways than older children and adults. Because the world and it's ways are so new to young children, they learn best through direct interaction with and manipulation of its components. This theory of learning is supported by such child development researchers as Ilg, Ames and Bates, Montessori, and Piaget.

All children pass through orderly stages of development in their physical, social, emotional and intellectual growth. Intellectually, in the first several years of life, children journey through the sensorimotor period of infancy, to the preoperational years of the young toddler and preschooler, and eventually on to the concrete operational thought of the elementary school aged child. Similarly, growth and development occurs in sequential stages in other areas.

Adults are charged with the responsibility of nurturing, guiding, and interacting with young children. They need to be cognizant of developmental information available concerning individual children. The Parent Education Program at Columbia Basin College (CBC) is predicated on this developmental approach. It is the belief of CBC that each child is capable and will succeed at developmental tasks, if he is allowed to engage in activities which are in accordance with the child's developmental plan.

Play is the primary vehicle which allows a child to experience success in normal developmental activities. Quality play allows the young child to expand the imagination, practice much needed large and fine motor skills, experiment with language, develop social skills, build a positive self esteem and grow intellectually. An environment designed to promote a variety of play experiences will enhance the development of the young child through active participation and manipulation of real objects.

The adults who care for young children should allow them to experience the world in a multisensory way. Play must be valued; it is the developmental job of the young child. When the child is given the opportunity to interact with others in a safe, nurturing, stimulating environment, normal growth and development occurs. It is the belief of CBC that each child will flourish when emphasis is placed on the development of a positive self esteem, when each child is accepted at the level at which he/she is functioning, and when opportunities for quality play experiences abound. This environment allows the child to be self confident, a problem solver, and more able to cope with the demands of formal school learning in the elementary years.

"Play is the forerunner of the capacity to be creative later in life, and it is also a very effective way for children to act out things that worry them, thus relieving them of the pressure of these anxieties. Children who are fortunate enough to be able to play with others grow up with a storehouse of shared experiences and emotional communication which they can all on later in life to help them work through problems of adulthood."

by Dr. Albert Schrut

SURE HE CAN READ, BUT CAN HE PLAY

by Katherine Moore

Last year when I interviewed parents of candidates for this term's four year-old group, I again explained very carefully - that ours is a non-cognitive program ... that we do not put special stress on intellectual development. I remember one mother, in particular, who assured me she was enlightened. She was familiar with the term "non-cognitive", she told me . And she firmly believed in the principles thereof.

In parting, however, mom couldn't resist mentioning - just in passing, of curse - that she and her husband were so excited about Cindy's love of books that, just out of curiosity, they had her tested. "Cindy is ready to read right now," she confided.

Sure Cindy was ready to read - I had no doubt of that. But was she ready to play?

Actually, child development is a lateral procedure. Alongside it, and equally as important as intellectual development, are physical, emotional and social development. And within each of these there is a network of levels.

When a child attends a nursery school/day care predicated on the development of the whole child, block building, water and sand play, art, music and rhythms are all encouraged. Dramatic play in the housekeeping area gives a child the chance to redefine, reinterpret and re-examine all the concepts to which he has so far been exposed in life.

These concepts are a big help to him when he finally does begin to read. The concept symbol is easier to learn because the meaning behind the symbol is already deeply ingrained. Thus, learning is meaningful, rather than rote. Let's say, for example, that a first grader is confronting the word sink for the first time. If he has experimented with water and boats and floaters and sinkers, he is able to bring the true concept of the word to his learning. The result: he does more than sight learn the word, he understands it. The symbol has meaning.

And so it is with all of a child's early play. When he builds with blocks, he learns balance, weight equilibrium. In the sand box, he learns texture and cohesiveness. When he paints, he learns about color and the joy of self-expression. On the playground his large muscles develop and he learns about space perception and body balance. And there are many other opportunities to help him learn progression, comparative size and one-to-one correspondence skills that will be important, later, to his success in reading and math.

But perhaps even more important, is the understanding of self that a child begins to grasp under the guidance of truly sensitive teachers in a nursery school/day care or kindergarten setting.

ROLE OF THE PARENT IN THE CLASSROOM

THE RESPONSIBILITIES OF A PARENT IN THE WALKABOUT/TODDLER CO-OPS

As a parent in the classroom each week you will have a specific responsibility. If you are unable to attend class, please be sure to have someone else cover for you.

Table Top Toys & Puzzles: These people will get toys and puzzles out at the beginning of each class and put them away after creative play. Tubs are labeled to help keep the toys organized, be sure to put the toys in the right tub. Check all puzzles and games for missing pieces.

Easel: The easel person is responsible for mixing paint, getting brushes out, preparing the paper, and labeling the papers with the child's name. Large sheets of newsprint are available and these can be cut into a variety of shapes. Paint shirts are available to protect the children's clothing. After the painting activity the brushes need to be cleaned, the paints wiped off and put away, and the paintings made ready to go home.

Art: The art person will plan a simple art project and be sure that supplies are available. All preliminary preparation of materials should be done before arriving at class. A general supply of paper, paint, glue, etc. is available. Special supplies can be purchased with the instructor's approval. Turn in a receipt to the treasurer for reimbursement.

Water Table: The water table person is responsible for filling and emptying the water table. The toys need to be taken out and put away after each use. Vinyl aprons are available to keep the children as dry as possible. Try adding dishwashing liquid for bubbles or some food coloring for variety. The rule for this area is, "The water stays in the water table."

Sand: This area needs to be opened up during creative time and supervised carefully. The rule for this area is "Sand is not for throwing."

Block Area: This area needs supervision during creative time and requires help in cleaning up! One rule here is, "Blocks are for building."

Snack: The snack person is responsible for bringing snack for all the children. He/She is also responsible for setting cups and napkins on the tables. Cleaning up involves, sweeping floors, emptying garbage, wiping tables off, etc. Snacks should be easy to eat, and nutritious – try to keep sugar to a minimum. Crackers, cheese, fruits, muffins, and vegetables work well.

Juice Person: Please bring enough unsweetened juice for the children. Assist the snack person in setting up and clean-up of snack.

Story: The story persons select and read a story. Please select books with large colorful pictures and few words.

Outdoor/Large Muscle: These people will check the outside play area for garbage, especially glass, metal, nails, etc. Taking toys, balls, and riding toys in and out is also part of the responsibilities.

Music: During music time these parents will be responsible for leading the music activities. Action songs, finger plays, and records are available, but new ideas are welcome. This is a time for parent/child interaction and a time to help the children enjoy the rhythm of music and language.

THE RESPONSIBILITIES OF A PARENT IN THE PRESCHOOL CO-OPS

To understand your role as the parent in the classroom, let's first look at the role of the preschool teacher.

It is the preschool teacher's responsibility to provide the kind of environment and experience which will enable the 3 to 5 year olds to grow in all areas of development. The learning that takes place in the preschool years is basic to later academic learning. The preschool is based upon the educational philosophy of respect for the individual child, his ability to grow and develop inner controls, his ability to think and play creatively, and his ability to discover and use his own resources.

The preschool teacher:

1. Establishes a structural environment suitable for preschool children, arranging equipment and providing materials to interest and challenge them.

2. Assists her parent assistants to supervise the various play areas.

3. Establishes the kind of flexible scheduling which permits adults to work with small groups of children.

4. Plans for a balance between active and quiet play.

5. Makes the kinds of suggestions that will help her assistants to learn to work better with the children.

6. Plans for the kinds of first-hand experiences, both in school and on simple field trips, that will increase the child's learning about the world.

7. Shares her observations of the child with the parent, and together they plan how to help the child accomplish goals necessary for his development.

Your Role As An Assistant Teacher:

You will be scheduled to work in the preschool on a regular day each week. Guiding young children through a preschool day may be a new experience for you, but you will have help understanding your specific duties. You are an important person to the children, so come on your day expecting to enjoy yourself. Remember to smile! Everyone responds to a smile, especially little children who very much want your appreciation. Above all, be sure to be there on your assigned day or arrange for a substitute. The school cannot function without you.

Each Day:

1. As you arrive, see that your child takes off his/her jacket, hangs it in cubby hole-locker, and puts on his/her name tag. Check yourself in, if you will be staying and check in all children you bring. (Attendance sheets will be available.)

2. Upon arrival children may play quietly with activities set out on the tables. You are responsible for the area of the room you have signed up for on that day -- set up things and supervise children as they arrive.

3. Limit socializing with other adults on your work days. Remember that the children may be listening to what you say, whether you are talking to them or not.

4. Do not wait for someone else to handle disruptive behavior. If you are the closest adult, step in. A word of caution: **PLEASE**, we want the children to be learning to handle problems themselves. However, if safety or danger threaten, do not hesitate.

5. At the end of each day, take off your nametags and put them in your child's cubbyhole. Collect any artwork and toys brought from home. (We share the building with other groups and must get our daily things out of the way.) Check to make sure that you have helped your child pick up any preschool toys he/she was using at the end of the day. The play kitchen and doll house should be left neat and orderly.

6. Information is posted all around the room. Read the guidelines if you are unsure of your role in a given area.

SPECIFIC DUTIES:

As an assistant in the classroom each week you will have a specific responsibility. It will include one of the following assignments.

Art: When you sign up for art, the responsibilities include planning a project around a theme, preparing materials in advance, supervising and helping children during the project, and clean up. Projects should be open-ended, with the emphasis on the experience, rather than the end result. Be sure to put the child's name on all art work.

Easel: At the easel, this person is responsible for mixing paint, preparing brushes and preparing paper. Please have the children wear shirts and make sure that their name is on their picture. Hang to dry, and when the pictures are dry, roll and prepare to take home.

Snack/Cooking: You will be responsible for providing snack for the number of enrolled children. Plan a simple, nutritious snack. We encourage you to "cook" with the children. This can be having the children spread peanut butter on crackers, etc. At snack time please set out cups and napkins and small pitchers on the tables. The parents should sit with the children (this is your break, too) and carry on an appropriate table conversation. After snack, clean tables, sweep floors, empty garbage cans, and reline the garbage cans.

Outdoor/Large Muscle: This person is responsible to taking bikes, balls, sand toys, etc. that are to be used outdoors. Help children with coats, mittens, etc. as needed for weather. All parents need to be outdoors unless they are directly working on snack preparation. The person in charge of outdoor is the last person to come in from outside, making sure that all children are in and all toys put neatly in the store rooms.

Story: Activities suitable for "story" include, reading a story, using flannel board, showing a film, or using a story mitt. Preschool age children like puppets, creative dramatics, and being involved in the action. When possible plan the story so that it relates to the theme being presented; the public libraries are a good source of books suitable for this age group. Read your story ahead of time to yourself, and try it out on your own child -- this age child will not be bored hearing the same story again. During the preschool day you are responsible for the listening center and the children's book corner.

Science: Preschool science is a hands-on time and includes natural and physical science, anything in your child's world. Such things as magnets, rock specimens, magnifying glasses, tongs, eye droppers, etc. may be available. You will be responsible for setting up an area of "discovery" and supervising in a small group.

Music: Music should be a planned time for enjoying music together. This can be a time for singing familiar songs together, using records, doing dance and movements, using instruments, learning finger plays, etc. Do not expect the children to sit during music, but do encourage and praise active participation. Try something new and try to be uninhibited!

Carpentry: This is an area that needs close supervision to ensure that the children are using tools appropriately. This area is also limited to 2 children at a time. Always emphasize safety.

There may be more or less areas for job assignments depending on the group. Refer to Walkabout/Toddler Responsibilities in reference to Table top toys/Puzzles, Water Table, Sand Table, Block Area.

LEARNING IN THE CENTERS

Activity or Material	Value to Child	Parent Participation
Puzzles, beads, pegs, etc	Eye hand coordination Small muscle development Learning colors, size Space Relationships	Help a child who may need it. Let the child have the satisfaction of success. Rotate material to keep child's interest
Clay Finger Paint Play Dough	Sensory experience Small muscle manipulation Tension release Opportunity for self expression	Simple suggestions which will aid the child in satisfying use. **Do not make models.** Emphasize the experience not the product.
Cutting, pasting Collage, crayoning Easel painting Wet Chalk, other creative arts	Small muscle activity Opportunity for self expression Experience with color, shape and texture.	Set up materials attractively and write name of child and any comments she makes on back of work. Do not ask "what is it?" Comments aren't necessary, but if made, make them about the process - not the product
Blocks and accessory toys trucks, trains,etc.	Offers creative construction. Opportunity for hand and muscle coordination, balance. Recognition of basic 3 dimensional shapes, math concepts, stimulates imagination, dramatic play.	Guide building away from wooden shelves so that blocks are accessible. Keep area reasonably clean. Put blocks away which are not in use from time to time. Do not allow blocks to be thrown.
Housekeeping corner	Dramatic, imagination play. Emotional outlet social contacts. Opportunity for solitary, parallel or cooperative play.	Occasionally arrange material if needed to stimulate play. Simple suggestions if a child needs help in entering situation.
Sandbox	Sensory experience Opportunity for solitary parallel or cooperative play.	Minimum direction, sit low and nearby. Guidance if child is throwing, scattering outside box, "Please keep the sand in the box."
Toileting - Handwashing	Experience in good health habits Experience in self direction.	Give child time to help herself.

Jungle Gym Other climbing equipment	Big muscle activity Developing balance, coordination	Careful supervision by one parent. Avoid crowding and pushing. Do not permit children to hold objects while using equipment.
Storytelling, looking at books	Opportunity for quiet, restful activity. Learning to listen. Appreciation of books. Vocab. development and speech	Provide comfortable atmosphere. Choose books wisely. Show interest in reading.
Music: dancing, singing,	Awareness of different sounds and rhythms. Appreciation of songs. Vocabulary and speech development	Share talents to provide musical experiences for children. Encourage spontaneous and informal musical opportunities.
Observing nature, animals, planting seeds other science experiences	Development of natural curiosity of living things in world around them.	Share interesting objects Encourage child's curiosity, answer questions; allow him to listen, feel, look, discover for himself.
Picking up equipment	Sense of orderliness and cooperation - needed later. Self-satisfaction in helping and completing a job.	Give warning before pick-up time. Accept child's capacity for help that day.
Snack and cooking experiences	Opportunity for eating and talking with other children. Social contact Practice in small muscle coordination. Awareness of basic nutrition, science and premath concepts.	Set an example of courtesy and friendliness. Encourage conversation Encourages sampling milk milk or juice and snacks.
Tricycles, wagons	Big muscle activity. Opportunity for social growth. Motor coordination. Early safety education.	Do not allow crashing into people or things "Be careful drivers." Pull not push wagons.
Carpentry	Eye hand coordination Imaginative construction 3-dimensional creativity	Careful supervision by one parent. Tools must be used safely.

DISCIPLINE AND GUIDANCE

WHY DISCIPLINE?

Discipline is a form of learning if it is firm, kind and consistent. If the general atmosphere is one of love and concern for the child's welfare, it can contribute to the child's sense of security. The real test of methods of discipline is whether they contribute to the child's feeling of being loved and worthwhile.

Effective discipline is based on an understanding of the child's needs and realistic expectations of a child at different stages and the child's needs. Usually with diversion, anticipation and substitution work well. As the child approaches age 3 the level of understanding has increased so that logic and reason are often enough.

When a behavior occurs in the group setting that causes the parent discomfort, it is often helpful to take a close look at the behavior:

* When does he/she behave this way?
* How often does he/she behave this way?
* What happens when he/she behaves this way?
* How do others (peers) react?
* Does the child gain pleasure from the act?
* Who is around when the child acts this way?

Behaviors That Usually Cause Parent Anxiety:

Inability to share. At this period in a child's development, sharing is difficult. She/he really has to know "mine" before can he/she gains the ability to share. Waiting to allow children time to settle their own disputes is good policy, but if a violent quarrel is resulting over a possession, insist on a child's property rights and offer the other child a substitute. Possessions, to the young child, almost seem an extension of her/his own body.

Biting: It is either pure instinct for self-preservation or curiosity. It isn't planned, it just happens. Usually the child is as surprised as the parent is. Removal for a minute or two and a reassuring comment such as, "Biting hurts a lot. I can't let you do that. You can try to remember not to bite."

Crying: Everyone adapts to a new experience in their own individual style. Some need more time than others and some need more reassurance than others. Being separate from mother or father in a group (even if it is only a matter of being a few feet away) may bring great emotional discomfort to some. Offering a snuggly lap to sit on can reassure a child. The temptation to get down and explore will eventually win over the need for physical closeness with the parent.

Misuse of Materials: It takes a while to know the house rules. Be certain to explain them at school, and discuss them at home. "Cornmeal can be poured in this container, but not on the floor," is a helpful way of reminding. If that doesn't work, gently and quietly remove him/her from the area.

Negativism: Dr. T. Berry Brazelton explains that, to the toddler, being negative and saying "no" is like standing. She/he must practice it day and night. A good rule of thumb is not to ask questions he/she can say "no" to, to make statements when it is necessary for a task to be done, and then carry them through. We will wash our hands before snack." "It is time to get on your coat to go home."

SOME HELPFUL TECHNIQUES FOR WORKING WITH CHILDREN

1. **Cultivate a calm attitude when talking or working with children.** A quiet manner helps prevent excitement and over stimulation.

2. **Rules are simple and basic.** A child is free to explore as long as she:
   a. does not hurt him/herself or others.
   b. does not destroy equipment or material.
   c. does not disturb others.

3. **In giving directions, be sure that the child understands.** When you talk to children, get to their level both in your choice of words and by bending down.

4. **A child is not forced to participate.** Some children need a "looking on" period before they are willing to try a new activity or participate in a group experience.

5. **Suggest the next specific act when a child dawdles.** "Where is your towel?" when a child continues washing too long.

6. **Give the child a choice of action when feasible.** Ask: "Where would you like to put up your train , here or there?" This gives the child a personal interest in the situation and develops her initiative and independence.

7. **Offer the child a choice only when you can accept his negative reply.** Don't say, "Do you want to go to the toilet?" when it's time to go!

8. **Let the child learn by experience.** Encourage him to help himself; offer assistance only when it is necessary to avoid a feeling of failure or discouragement. Perhaps you could do it faster and better for him, but through doing it himself, the child is learning.

9. **Encourage the child whenever possible, especially after a disappointment or infraction of the rule.** "We'll try again tomorrow" gives hope. "That was hard work, but you certainly kept trying" recognizes effort, regardless of the product.

10. **Children may need help in learning how to use items such as paste, paint and water.** When possible, however, let them experience it in their own way. Avoid making models or samples for the children to copy. Judgments of the final product aren't necessary.

11. **Use Do's instead of Don'ts.** "Do drink your juice Mary," instead of, "Don't jiggle your glass."

12. **Give children fair warning before interrupting their activity.**

13. **When children are in social conflict, let them work it through, if they can.** Remember that sharing is a concept foreign to two's, and just emerging in three and four year olds. Step in when it is necessary to avoid injury or to suggest a possible solution.

14. **Disapprove of the act and not the child.** "What you did made me very angry."

15. **Avoid discussing children in their presence.**

16. **Most important, relax and enjoy yourself.**

SUGGESTED ACTIVITIES FOR THE CLASSROOM

I. Creative Activities
   A. Art
   B. Music

II. Snacks
   A. Preparation/Balanced Food Groups
   B. Suggestions
   C. Recipes

III. Science
   A. Activities
   B. Equipment

IV. Activities Encouraging Physical Growth
   A. Equipment for large muscle activities
   B. Activities

V. Toys

CREATIVE ACTIVITIES

Children enjoy using materials and being involved in creative activities. Creativity is more than art work. It is an attitude that involves many areas, such as, block building, language, questions, music and dramatic play.

A good creative activity should be child centered, allow each child to work at his own level, encourage exploration while providing success, and be process not product, oriented.

> A **creative project** is one where there are no directions; the materials provided are the only things that limit the child's ability to create. Materials that are carefully selected can increase a child's creativity.

Children develop creatively with art materials when they do their own work of creation, they are not forced to participate and they only needs to please themselves.

As children are guided in creative activities keep these pointers in mind: be non judgmental, avoid labeling pictures, activities, or ideas; avoid samples or comparisons; and always respect the work of the child.

Suggestions for Creative Art: Experiences for the Walkabout/Toddler

Fingerpaint:

* With shaving cream or foil
* With oatmeal, cream of wheat
* With pudding
* With Crisco, On formica table tops, and cookie sheets

Paint:

* With cars (roll wheels in paint and roll on paper)
* With Q-tips
* On rocks
* With evergreen sprigs
* With roll-on deodorant jars filled with paint
* With spaghetti (stick cooked spaghetti on paper)
* With golf balls - place small amount of paint and balls in pan that is lined with paper. Roll around. DON'T use marbles, they can be swallowed.
* With scrub brushes
* With feathers (pheasant, turkey, chicken - either end)
* With strings
* Water with brush on colored construction paper

Print:

* With paint and kitchen utensils (potato masher, wire whip, apple corer, etc.)
* With paint and vegetables
* A copy of a fingerpainting from a formica topped table or cookie tins
* With sponges cut into different shapes
* With cookie cutters
* Hand and foot prints

Collages:

* Use glue and macaroni, rice, cheerios, pretzels,
* Glue and colored sand (in shaker jars)
* Glue and glitter
* Stickers and paper

String:

* Toilet paper rollers

Crayons:

* One or two large crayons on paper taped to a table

Suggestions for Creative Art: With Preschoolers

Fingerpaint:

* With shaving cream or foil
* With oatmeal, cream of wheat
* With pudding
* With Crisco,
* On formica table tops, and cookie sheets.

Paint:

* With Q tips
* With cotton balls
* On rocks
* With evergreen sprigs
* With roll on deodorant jars filled with paint
* With spaghetti (stick cooked spaghetti on paper)
* With scrub brushes
* With feathers (pheasant, turkey, chicken - either end)
* With strings
* Water with brush on colored construction paper
* With cars (Roll wheels in paint and roll on paper)
* With sponges
* With toothbrushes
* With squeeze bottle glitter - mix equal parts of flour, salt and water; add food color and put into squeeze bottle onto heavy paper.
* With marbles - place small amount of paint and marbles in pizza pan that is lined with paper
* With eye droppers
* With scrub brushes
* With popsicle sticks

Starch:

* Paint on paper and tear or cut tissue paper
* Paint on paper and tear or cut newspaper

Print:

* With paint and kitchen utensils (potato masher, wire whip, apple corer, etc.)
* With paint and vegetables
* A copy of a fingerpainting from a formica topped table or cookie tins
* With sponges cut into different shapes
* With cookie cutters
* Hand and foot prints
* Leaves - paint veins with small paintbrush and print

Collages:

* Go on a nature walk - make a collage with treasures collected
* Use glue and macaroni, rice, cheerios, pretzels, spices (cloves, peppercorns)
* Glue and colored cornmeal
* Glue and glitter
* Stickers and paper
* Unrinsed cooked spaghetti
* Styrofoam pieces, fabric, cotton
* Styrofoam pieces and colored toothpick sculptures
* Collage with dough - Use your imagination as to what small children would like to push into dough
* Junk sculptures - build, sculpt and create from odds and ends and odd junk
* Bread Sculptures - 1 T glue for each slice stale white bread. Knead. Glaze with equal parts glue and water

String:

* Toilet paper rollers
* Macaroni and other pasta
* Straw pieces
* Cheerios
* Colored paper

Crayons:

* On fabric
* On cardboard
* On sandpaper

Miscellaneous:

* Iron crayon shavings between 2 pieces of waxed paper
* Cut paper in circle, place on record player. Turn it on and let markers lightly touch paper as it spins around.
* Place paper over foil covered warming tray. Draw on paper with wax crayons
* Colored chalk on wet paper
* Tissue paper and food color. Drop food color onto tissue paper
* Leaf and/or texture rubbing. Place leaves under paper with veins up, and crayon over paper
* Easy stick puppets -- tongue depressors and paper plates
* Spatter painting over nature objects , cut construction paper shapes
* Vegetable dying - sunflower seeds -blue
  walnut hulls - brown
  Cranberries - pink or red
  sumac leaves - yellow or brown

  Boil solutions in advance, dip cloth into dye

* Punch and Sew - paper, styrofoam trays, cardboard, etc. wrap end of yarn in scotch tape or dip in wax
* Weaving - weave objects of nature - weeds, grass, etc. paper, fabric.

FUN MATERIALS TO SAVE FOR CREATIVE ACTIVITIES

Newspapers, magazines, catalogues
Pieces of cardboard from boxes, shirts, nylons
Used gift wrapping
Brown paper bags and butcher paper
Cardboard boxes of all kinds (shoes, milk cartons, oatmeal)
Styrofoam food trays
Jar lids and cans of all sizes (film, coffee, juice, soup)
Egg cartons
Cottage cheese, yogurt, meat and milk cartons
Paper plates and cups
Corks, spools, buttons, bottle caps, popsicle sticks, keys, stones
sponges, old curlers, Q-tips
Old hats, vests, dresses, scarves, purses for a costume box
Fabric scraps
Yarn, string, ribbons
Decks of cards
Scissors, pencils, crayons, markers
Masking tape, cellophane tape, glue
Watercolor, paint food coloring
Pudding
Brushes
Paper - lined and unlined, construction paper, large newsprint
(available from the local newspaper office)
Flour, salt, cream of tartar, glycerin, detergent
Alum
Coffee grinds, vegetables
Cereal
Pasta
Bottle caps
Cardboard tubes
Wood scraps

RECIPES FOR CREATIVE ACTIVITIES

Paints:

Easel paints Fill quart jar 1/3 full with dry powered easel paint, 1/3 water and about 1/2 cup of powered soap or detergent. Close lid tightly until paint is mixed thoroughly.

OR

Add inexpensive liquid detergent to powered tempera. Stir well. Add liquid soap until reaches desired consistency. (The younger and less experienced children should use thicker paint.)

Easel paint extender - 2 cups liquid starch 1 cup liquid soap
Beat well (with electric mixer if possible). Add color and beat again. If necessary, thin with more liquid starch.

Easy Fingerpaint - Liquid starch Powered paint
Pour starch on glazed or semiglazed paper. (Butcher paper works well.) Sprinkle powered paint over starch and encourage child to mix on the paper. Experiment with mixing colors.

Glitter Paint - Equal Parts water, salt, and flour are mixed together. Add food coloring or paint put into squeeze bottle and squeeze onto paper. Let dry.

Print:

Printing Pads Glue thin sponge rubber to margarine lib with rubber cement. Pour mixed paint on sponges and print.

Uncooked Playdough
In a bowl mix together:
2 cups flour 1 cup salt
4 teaspoons cream of tartar

In another bowl, combine:
2 cups boiling water 4 teaspoons oil
food coloring for color

Add liquid mixture to flour mixture. Stir; then knead until smooth. Add more flour if playdough is too sticky.

Variations: Baby oil or oil of wintergreen for a nice smell.
Sand or glitter can be added for texture

Play dough is a soft, easily manipulated medium and such fun to squeeze and pound by itself, using no equipment. It may be used with any of the following to vary the experiences:

garlic press	scissors	rolling pin
cookie cutter	spoons	small "people"
meat pounder	dull knives	popsicle sticks
potato masher	small cars	

Goop (collage base)
Equal parts flour, water, and salt. Mix well, add coloring if desired. Spread on fairly thick cardboard, styrofoam tray, or wood. Harden as dries. (Will curl on thin paper.) Place collage items (seeds, rocks, leaves, etc.) on wet goop and leave to dry.

Colored Macaroni
4-6 lbs of various
Bowls, strainers
2 quarts rubbing alcohol
newspapers for table top
Large bottles of food coloring (double the amount of yellow)

Pour about 2 cups of alcohol into bowl and add coloring. Pour macaroni into a strainer and put into dye for desired color. Then dump out and spread out on newspapers. They dry quickly. Store in plastic bags or coffee cans. Use for stringing or glue with "goop" for collages.

Colored Cornmeal: Drop food coloring into a small jar of cornmeal and shake until coloring is mixed with cornmeal. Let children put glue on paper, paper plates, cardboard, etc. and sprinkle colored cornmeal over designs. Shake off excess.

Homemade Glue: Add water to 1/2 cup flour until as thick as cream. Simmer and stir on stove for 5 minutes. Add a few drops of wintergreen, if desired. Store in refrigerator in air-tight container.

Rainbow Crayons: Save old crayons. You will need containers for molds. Muffin tins, empty film containers, etc., can be used. If using muffin tins, put crayons pieces (same colors) in the tins. Melt in the oven at a low temperature. Let stand until solid. Film containers make lovely rainbow crayons. Melt crayons and pour into containers. Let stand until solid and repeat with a different color. Let stand until all colors are completely solid. Push on the bottom of the container and crayon will pop out. You may spray both tins and containers with cooking spray for easier unmolding.

Soap Bubbles
1 quart lukewarm water
2/3 cups Dawn dishsoap
1/3 cup glycerine (available in drug stores)
Mix and use a variety of materials for blowing bubbles (pipe cleaners, canning jar rings, berry baskets, straws, etc.)

"OOBLECK" (The stuff in Dr. Seuss's book, BARTHOLMEW AND THE OOBLECK)
2 packages of cornstarch - pour it into a bowl
2 cups of cold water with green food coloring added
1 cup vinegar

Add green water and vinegar to cornstarch. Mix all ingredients with spoon. If it seems too dry, add a little water. Refrigerate to keep. Great for observing what happens when pounded, squeezed, held gently in hands, etc.

MUSIC FOR THE WALKABOUT/TODDLER

Each child has the right to enjoy music as she/he feels comfortable. For some this is full participation, for others it is legitimate to be observing from afar. It will help your child be a participant if you join in with the others.

Music time is varied by exploring many different tempos and types of songs, verses and games. It is a time for alternating doing and listening, small muscle and large muscle activities, fast things and slow things, things to say and things to do, loud and soft. Young children have a high level of energy and they must be helped to taper off to a quiet and relaxed period at the close of music time.

SONGS AND FINGERPLAYS FOR INFANTS/WALKABOUTS/TODDLERS

HELLO
Hello, hello, hello, and how are you?
I'm fine, I'm fine, and I hope that you are too.

COME ON AND JOIN INTO THE GAME
Let everyone clap hands like me. Clap, clap
Let everyone clap hands like me. Clap, clap
Come on and join into the game
You'll find that it's always the same.

WHERE IS MARY
Where is Mary? Where is Mary?
There she is. There she is.
I'm so glad to see you. I'm so glad to see you.
Peek-a-Boo. Peek-a-Boo.

SOMEONE IS HIDING
Someone is hiding, hiding, hiding
Someone is hiding, where can she be?
Peek-a-boo I see you.
Peek-a-boo I see you.

ON OUR TRAIN (child pretends to be a train seated on Mom's knees)
Choo, choo, choo, choo.
Come and ride our train.
Choo, choo, choo, choo.
Travel on our train.
Choo, choo, choo, choo.
Faraway we'll ride.
Choo, choo, choo, choo.
Across the countryside.

I WIGGLE MY FINGERS LIKE THIS
I wiggle my fingers like this.
I wiggle my fingers like this.
Hello, hello how do you do?
I wiggle my fingers like this.
(clap hands, roll arms, etc.)

WE TAKE OUR LITTLE HANDS & CLAP
We take our little hands and we clap, clap, clap.
We take our little hands and we clap, clap, clap.
We take our little hands and we clap, clap, clap.
Clap, clap, clap our hands.
(arms and roll, eyes and blink, feet and stamp)

MONKEY SEE & MONKEY DO
When I clap, clap, claps my hands.
The monkey clap, clap, claps his hands.
Monkey see and monkey do,
The monkeys does the same as you.
(stamp feet, click tongue, ring bells, etc.)

CLAP YOUR HANDS
Clap, clap, clap your hands
clap your hands together.
Clap, clap, clap your hands
Clap your hands together.

CLAP YOUR HANDS TILL THE MUSIC STOPS
Clap your hands, clap your hands
Clap your hands till the music stops.

(Stomp feet, pat head, touch nose, etc.)

THIS IS THE WAY WE CLAP OUR HANDS (Here We Go Around the Mulberry Bush)
This is the way we clap our hands, etc.
(Rub our bellies, tickle ourselves, pull our ears, play peek-a boo, march around, etc.)

IF YOUR LOVED AND YOU KNOW IT, CLAP YOUR HANDS
If your loved and you know it, clap your hands.
If your loved and you know it, clap your hands.
If your loved and you know it, then your life will surely show it.
If your loved and you know it, clap your hands.

TOES, KNEES, SHOULDERS, HEAD (Here we go around the Mulberry bush)
My toes, my knees, my shoulders, my head
My toes, my knees, my shoulders, my head
My toes, my knees, my shoulders, my head
I'll give a clap and yell "HEY"

RING YOUR BELLS
Ring, ring, ring your bells,
Ring them very soft.
Ring, ring, ring your bells,
Ring them very soft.
(ring them good and low, ring them way up high, down low)

PUT YOUR FINGERS IN THE AIR (oats, peas, beans & barley grow)
Put your fingers in the air.
Put your fingers in the air.
Put your fingers in the air.
Put your fingers in the air.

(Put finger on nose, ear, etc.)
(Put your hand on your knee--Put your foot on the floor)
(Also can do head and shoulders, knees and toes to this tune)
(Also can do head and shoulders, knees and toes to London bridges with clap your hands and around you go on the end.

FACES (Twinkle, Twinkle, Little Star)
Two little eyes to look around
Two little ears to hear each sound
One little nose to smell what's sweet
One little mouth that likes to eat.
Eyes, ears, nose, & mouth
Eyes, ears, nose, & mouth

EVERYBODY CLAP WITH ME (Mary Had A Little Lamb)
Everybody clap your hands
Clap your hands, clap your hands.
Everybody clap your hands
On a rainy day.

THIS OLD MAN
One--drum, two--shoe, three--knee, four--door, five--hive,
six--sticks, seven--heaven, eight--gate, nine--in a line,
ten--once again.

THE MORE WE GET TOGETHER
The more we get together, together, together
The more we get together, the happier we'll be.
For my friends are your friends and your friends are my friends,
The more we get together
The happier we'll be
(Repeat end using children's names)

HAPPY IS THE DONKEY (Or SWEETLY SINGS THE DONKEY)
Happy is the donkey, at the break of day,
If you do not feed him, this is what he'll say
Hee haw, hee haw, etc.
(kitty, duckie, puppy, cow, etc.)

LITTLE RED CABOOSE
Little red caboose, little red caboose, little red caboose behind
the train.
Smoke stack on it's back,
Rumblin down the track,
Little red caboose behind the train, TOOT!

MOVE OVER
Move over and make room for _____
She doesn't take up much space
Since _____is one of our friends,
We surely can find her a place
Move over, move over, and quickly as a riggity jig
We all can move over for _____.
For _____ is not very big.
She won't have to stand in the corner
She won't have to sit on the floor,
For we can move over for _____,
And still there is room for one more.

I HAD A ROOSTER
I had a rooster and the rooster pleased me, I fed my rooster by the greenwood tree,
And my old rooster went cock a doodle doo,
dee doodle, dee doodle, dee doodle, dee do.

(mouse--squeak, cat -meow, dog--ruff, cow-mow, lion -rrrrr!

TIME TO PICK UP THE TOYS (Mary had a little lamb)
It's time to pick the toys up now,
Toys up now toys up now
It's time to pick the toys up now,
and put them all way

TRANSITION SONGS (Happy Birthday)
It's time to go-- etc.

SING, SING, SING (Row your boat.)
Sing, sing, sing with me
Sing out loud and clear
To tell the people everywhere
That music time is here.

HANDS UP HIGH (London Bridges)
First we wave our hands up high,
Hands up high, hands up high
First we wave our hands up high
Then we clap them

Then we shake our hands down low
Hands down low, Hands sown low
Then we shake our hands low
Then we clap them.

(Move our feet so quiet, the we stomp
Move our arms to the side, the we cross them.
Move our heads all around, then we rest them.
Straight up and tall, then we sit down.

SHOW ME IF YOU CAN (In And Out The Window)
Where is your finger?
Where is your finger?
Where is your finger?
Show me if you can.

Good now where is your nose
Now where is your nose
Now where is your nose.
Show me if you can

(Continue with other body parts)

THE RING (Here We Go Around the mulberry bush)
All join hands and make a ring
make a ring, make a ring.
All join hands and make a ring
While this song we sing.

Circle round in our ring
In our ring, in our ring
Circle round in our ring
While this song we sing.

Clap our hands, while we sing
while we sing, while we sing
Circle our hands, while we sing
In our circle ring.

MARCH ALONG (This Old Man)
March along, march along
Lift your feet up off the ground
And we'll march and sing a happy little song
As we go marching on!!

TOES ARE TAPPING (Skip to My Lou)
Hands are clapping, clap, clap, clap
Hands are clapping, clap, clap, clap
Hands are clapping, clap, clap, clap
Clap your hands my darling

Toes are tapping, tap, tap, tap
Toes are tapping, tap, tap, tap
Toes are tapping, tap, tap, tap
Tap your toes my darling

(Arms are swinging, Fingers are wiggling, Eyes are blinking, Tongues are clicking Heads are nodding, Fists are pounding, Hips are twisting, Elbows are bending, etc.)

GOOD MORNING SONG (Skip to My Lou)
Hello, how are you? Hello, how are you?
Hello, how are you? How are you today?
I'm fine how about you? I'm fine how about you?
I'm fine how about you? I'm just fine today.
Turn to your neighbor and shake their hand
Turn to your neighbor and shake their hand
Turn to your neighbor and shake their hand
How are your today?
It's good to see you back again -- etc.
We hope you're feeling fine.

STAND UP NAME SONG (Frere Jacques)
Stand up_____, Stand up_____,
Stand up_____, Stand up_____,
Reach up very high now. Reach up to the sky now.
Then sit down. Then sit down.

HERE WE ARE TOGETHER (In and Out the Window)
So here we are together
So here we are together
So here we are together
Let's all say hello

There's _____ and _____ and _____,
There's _____ and _____ and _____,
There's _____ and _____ and _____,
We're so glad you're here.

WHERE OH WHERE (Paw, Paw Patch)
Where oh where is dear little_____,
Where oh where is dear little_____,
Where oh where is dear little_____,
Right over there sitting straight and tall
(or can sing standing and have child stand up)

ATTENDANCE SONG (Twinkle, twinkle little star)
_____ came to school today
We're so glad we'll shout Hooray!!
(continue around the circle)

FRIENDS (Jack and Jill)
I have a friend his/her name is _____,
And we have fun together
We laugh and play and sing all day
In any kind of weather.

GOOD GROOMING (Mulberry Bush)
This is the way we wash our face,
Wash our face, wash our face
This is the way we wash our face,
So early in the morning
(Wash our hands, Brush our teeth, Comb our hair, Take a bath, Put on clothes, etc.)

WE ARE WALKING FREE (Frere Jacques)
We are walking, we are walking,
Now we hop, hop, hop, hop
Running, running, running
Now sit down , now sit down

GALLOPING HORSES (One Little, Two Little, Three Little Indians)
Galloping, galloping, galloping, horses
Galloping, galloping, galloping, horses
Galloping, galloping, galloping, horses, Galloping all the way!

TROT, TROT TO BOSTON
Trot, Trot To Boston,
Trot, Trot To Lynn,
Look Out Little Pony,
That You Don't Fall Down!!

RIG A JIG JIG
As I was walking down the street,
down the street, down the street,
A friend named _____ I chance to meet
Hi Ho, Hi Ho, Hi Ho!
Oh Rig A Jig Jig and away we go, away we go, away we go,
Rig A Jig Jig and away we go,
Hi Ho, Hi Ho, Hi Ho!

THE GRAND OLD DUKE OF YORK
The grand old Duke of York
He had ten thousand men
He marched them up to the top of the hill
And he marched them down again.
And when you're up, you're up
And when you're down, you're down
And when you're only halfway up,
You're neither up nor down.

MR BUNNY RABBIT
Mr. Bunny Rabbit had a fly upon his nose
Mr. Bunny Rabbit had a fly upon his nose
Mr. Bunny Rabbit had a fly upon his nose
And, he flipped it, and he flopped it,
And, it flew away.

THREE LITTLE MONKEYS
Three little monkeys jumping on the bed,
One fell off and bumped his head
Mama called the doctor and the doctor said,
"No more monkeys jumping on the bed!"

(Continue countdown.)

Jack-In-The-Box
Jack In-The-Box, so quiet and still,
Will you come out?
Yes, I will!

I WIGGLE MY FINGERS
I wiggle my fingers like this
I wiggle my fingers like this
Hello, Hello, how do you do?

I wiggle my fingers like this
I clap my hands like this ....
I pat my tummy like this ....
I blink my eyes like this ....

RING AROUND THE ROSEY
Ring around the rosey,
Pockets full of posey,
Ashes, ashes, we all fall down!!

ROW, ROW, ROW YOUR BOAT
Row, Row, Row Your Boat
Gently Down The Stream
Merrily, Merrily, Merrily, Merrily,
Life is but a dream.

I LOVE YOU
I love you there's no doubt about it.
I love you there's no doubt about it.
I love you there's no doubt about it.
You are my best friend.

TWO LITTLE BLACKBIRDS
Two little blackbirds sitting on a hill
One named Jack, One named Jill,
Fly away Jack, Fly away Jill,
Come back Jack, Come back Jill!!

APPLE TREE
Way up high in an apple tree
Two little apples smiled down at me.
I shook that tree as hard as I could.
Down came the apples--
M-M-M-M-Good.

OPEN, SHUT THEM
Open, shut them
Open, shut them
Give a little clap
Open, shut them
Open, shut them
Lay them in your lap.

Creep them, crawl them
Creep them, crawl them
Right up to your chin
Open up your little mouth
But do not let them in.

WHEELS ON THE BUS
The wheels on the bus go round and round
Round and round, round and round
The wheels on the bus go round and round
All through the town

Doors - Open and shut ...
Wipers - Swish, Swish, Swish ...
Horn - Beep, Beep, Beep ...
Money - Clink, Clink, Clink ...
Lights- Blink, Blink, Blink ...

SNOWMAN (To Teapot Song)
I'm a little snowman short and fat
Here is my broomstick, here is my hat
when the sun comes out I melt away
Down, Down, Down, Down
Whoops! I'm a puddle

LITTLE TEAPOT
I'm a little teapot, short and stout
Here is my handle, here is my spout
When I get all steamed up, hear me shout
Tip me over and pour me out.

RABBITS
Here is a bunny with ears so funny
Here is his hole in the ground
If a noise he hears, he perks up his ears
And jumps into his hole in the ground.

THE TRAIN
Choo, choo, choo, choo (rub palms of hands together)
The train runs up the track (run fingers up arm)
Choo, choo, choo, choo
The train comes running back.

WHERE IS THUMBKIN
Where is Thumbkin?
Where is Thumbkin?
Here I am. Here I am.
How are you today, sir
Very well, I thank you
Run away. Run away.

...Pointer?
...Tall Man?
...Ring Man?
...Baby?
...Family?

THREE BALLS
This is a ball
This is a bigger ball
This is the biggest ball
Now let's count them, one-two-three

THE INKY DINKY SPIDER
The inky dinky spider
Went up the water spout
Down came the rain
And washed the spider out
Out came the sun and dried
Up all the rain
And the inky dinky spider
Went up the spout again

TWO LITTLE HOUSES
Two little houses (closed hands)
All shut up tight
Open the windows (open the hands)
To let in the light

There are grandma's glasses
This is grandma's cap
Here is the way she folds her hands,
and lays them in her lap

Here are father's knives and forks (finger entwined)
And here is mother's table (fingers down)
Here is sister's looking glass (1 finger up)
And here is baby's cradle (point index finger up)

HICKORY DICKORY DOCK
Hickory Dickory Dock (swing arms)
The mouse ran up the clock (run fingers up arm)
The clock struck one (clap)
and down he run (run fingers down arm)
Hickory Dickory Dock (swing arm)

DOWN AT THE STATION
Down at the station
Early in the morning
See the little Pufferbillies
All in a row
See the station master pull the little handle
Choo, choo, puff, puff, off we go

THE CARPENTER'S HAMMER
The carpenter's hammer goes rap, rap,
And his saw goes see saw, see,
And he plane and he measures,
And he hammers and he saws
While he builds a big house for me.

MUSIC FOR PRESCHOOLERS

Music can be used to teach a myriad of skills in a natural, spontaneous way. Children can benefit in the areas of self awareness, language development, small and large motor coordination, socialization and cognitive as well as affective skills. The music period is a time when the child can express her or him self openly and extend her/his creativity. Remember the value of positive reinforcement as the children come forth in their individual ways.

Have fun with the children. Do new songs and fingerplays slowly at first. It takes several times for the children to learn all the words and actions.

IT'S SPRING
Right into the treetop (finger-pointing going upward toward tree)
A little blue bird flew, (arms at sides with hands
moving like wings)
"It's spring today."(head up, looking toward tree)
I heard him say
"How do you do?"
"How do you do?"

HAND
Right hand, left hand
Round and round
Then on the table
Pound, pound, pound.

TEN LITTLE PIGEONS
Ten little pigeons sat in a line
(hands stretched up over head)
Up on the barn in the warm sunshine
Ten little pigeons flew down to the ground
(flutter fingers down to the table)
And ate up the crumbs that were lying around
Ten little pigeons flew back in a line
(fly fingers back up above head)
Up on the barn in the warm sunshine.

HERE COMES BUNNY
Here comes a bunny--hip,hop,hip
(hands on hip, three short hops)
See his long ears flip, flop, flip
(hands on ears--flip 3 times)
See how his nose goes twink, twink, twink
(forefingers on each side and twitch nose 3 times)
See how his eyes go wink, wink, wink
(point to eyes and wink 3 times)
Stoke his coat so soft and furry
(stroke arm)
Hip, hop, hip--he's off in a hurry
(hands on hips--3 short hops back)

DUCKLINGS

5 little ducklings I once knew
Big ones, little ones there were 2
But the one little duck with the feathers in back
He ruled the others with a quack, quack, quack

Down by the river they would go
Widdle, Waddle, Widdle, Waddle to and fro
But the one little duck with the feathers in back
He ruled the others with a quack, quack, quack

ELEPHANT SONG

One elephant went out to play,
Out on a spiders web one day,
He had such enormous fun,
He called for another elephant to come.

HANDS AND SHOULDERS

Hands on shoulders, hands on knees,
Hands behind you, if you please,
Touch your shoulders, now your nose
Now your hair and now your toes
Hands up high in the air,
Down at your sides and touch your hair,
Hands up high as before,
Now clap your hands One, Two, Three, Four.

PUSSY WILLOW

I know a little pussy
(stroke fist as if it were a cat)
Her coat is silver gray,
She lives down in the meadow (point)
Not very far away (shake head)
She'll always be a pussy (stroke hand)
She'll never be a cat,
For she's a pussy willow
Now what do you think of that. (shake finger)

JACK IN THE BOX

Jack-in-the-box all shut up tight
Down in the dark without any light
Open the box and up jumps Jack!
(Children on the floor in crouching position,
heads in arms, jump up on the last line.)

Jack-in the-box you sit so still
Won't you come out? Yes I will!
(same motion as above)

I'LL TOUCH
I'll touch my head, (touch front head)
My hair, (touch hair)
My hand, (touch hand)
I'll sit up straight
And then I'll stand

I'll touch my ears (touch ears)
My nose (touch nose)
My chin (touch chin)
Then quietly sit down again. (sit down)

THIS OLE' MAN
This ole' man, he played one,
He played knick, knack on my thumb
With a knick, knack, paddy whack
Give the dog a bone,
This ole' man came rolling home.

HINGES
I'm all made of hinges (Take time to bend joints
From fingers, neck to toes)
And everything bends
From the top of my head (hand on top of head to toes)
Way down to the ends

I'm hinges in front (bending forward)
I'm hinges in back (bending backward)
If I didn't have hinges
I surely would crack! (clap hands)

HANDS
On my head ,my hands I'll place
On my shoulders,
On my face,
At my sides, in back of me,
Now I clap them 1-2-3

STAIRS
One step, two steps, three steps, we go
We take our turn and we take it slow.
If we push and run and jump,
We'll land at the bottom,
With a great thump!

CLOCKS
The great big clock goes
Tick, tock, tick tock.
The middle sized clock goes
Tick, tick, tick, tick.

FINGERS, NOSE AND TOES
Put your fingers on your nose,
then your toes.
Put your fingers on your nose,
then your toes.
Put your fingers on your nose,
Put your fingers on your nose,
Put your fingers on your nose,
and then your toes.

(touch each as you sing it)
(slow)Heads and shoulders
knees and toes,
knees and toes.
Heads and shoulders
knees and toes,
knees and toes.
(fast)Eyes, ears and
mouth and nose
Heads and shoulders
knees and toes,
knees and toes.

(Loud) I clap my hands with all my might
(Soft) I tap my foot so very light
(Vigorous) I turn my body all around
(Quiet) And then I quietly sit down.

DO WHAT I DO (Tune: Clementine)
Do what I do — Do some action for the children to copy,
Do what I do — i.e. clap your hands,tap your head, etc.)
Do what I do
If you can
(repeat)

Do what _____does
Do what _____does
Do what _____does
If your can
(repeat using different child's name)

CLOTHES
(Mary) has a red dress, a red dress.
a red dress.
(Mary) has a red dress
She wore to school today
(using child's name and color clothing he is wearing)

WHERE OH WHERE
Where or where is (pretty) (handsome)
little (Susie) (Billy).
Where or where is pretty little (Susie)
(Susie's) sitting right here

FIREMAN FINGER PLAY
Ten little firemen
Sleeping in a row
Ding dong goes the bell
And down the pole they go.

Off on the engine, oh, oh, oh
Using the big nose, so, so, so
When all the fire's out home so-o-o slow
Back to bed all in a row.

A TRIP TO THE BARBER SHOP
Once a month
With a hop, hop, hop
Off I go
To the barber shop
Once a month
With a snip, snip, snip
He cuts my hair
And home I skip.

GOLD FISH RHYME
My goldfish in his little bowl
Is swimming, don't you see?
I am peeking in at him
He's peeking out at me.

JUST LIKE ME
Roll your arms, roll your arms, roll
your arms so slowly
Just like me.
Roll your arms, roll your arms, roll
your arms so swiftly
Just like me.
Clap your hands, clap your hands clap
your hands so softly
Just like me
Clap your hands, clap your hands clap
your hands so loudly
Just like me.
Wake up, wake up , wake up so brightly
Just like me.

TEDDY BEAR, TEDDY BEAR
Teddy bear, Teddy bear, Turn around
Teddy bear, Teddy bear, Touch the ground
Teddy bear, Teddy bear, Show your shoe
Teddy bear, Teddy bear, That will do
Teddy bear, Teddy bear, Go upstairs,
Teddy bear, Teddy bear, Say your prayers
Teddy bear, Teddy bear, Turn out the light
Teddy bear, Teddy bear, Say good night
(use actions)

FUNNY LITTLE BUNNY
Funny little bunny
Sat upon a stump (one fist upon the other)
He flipped his floppy little ears
(fore finger & middle finger move like ears)
And then he gave a jump. (side clap of both hands)

FOR BABY
Here's a ball for baby
Big and soft and round
Here is baby's hammer
See how he can pound.

I HAVE 5 FINGERS
I have 5 fingers on each hand
(hold up hand one at a time)
Ten toes on both my feet
(point to toes)
Two eyes, two ears, one nose, one mouth
With which I gently speak

My hands can clap (clap hands)
My toes can tap
My eyes do brightly shine
My ears can hear
My nose can smell
My mouth can speak a rhyme (point to mouth and smile)

WIGGLES
I wiggle my fingers
I wiggle my toes
I wiggle my shoulders
I wiggle my nose
Now no more wiggles are left in me.
So I will be still, as still can be.

FIVE LITTLE ASTRONAUTS
Five little astronauts
(hold up fingers of one hand)
Ready for outer-space
The first one said, (hold up one finger)
"Seat belts in place."
The second one said, (hold up two fingers)
"All snug and tight."
The third one said, (hold up three fingers)
"I'm ready for fight."
The fourth one said (hold up four fingers)
"We'll go really fast."
The fifth one said (hold up five fingers)
"We'll leave with a blast."
10, 9, 8, 7, 6, 5, 4, 3, 2, 1 (count down on fingers)
BLAST OFF (clap loudly)

FIVE LITTLE PUMPKINS
Five little pumpkins (show fingers)
Sitting on a gate
The first one said,
"It's getting late. "
The second one said,
"There are witches in the air."
The third one said,
"We don't care."
The fourth one said,
"Let's run, run, run, ."
The fifth one said,
"It's Halloween fun."
"OOOOOOOOOOOOOOWWWWWWW" went the wind
And OUT went the light (clap on out)
Those five little pumpkins (five fingers roll behind child)
Rolled fast out of sight.

STRETCHED HANDS
Stretch high, touch the sky
See the birdies flying high.
Bend low, touch your toes
Waddle as the old duck goes.

MR BULLFROG
Mr. Bullfrog sat on a big old rock
(fists with thumb up)
Along came a little bow (left hand walk)
Mr. Bullfrog KERPLOP! (both hands slap knee)

MY RIGHT HAND
This is my right hand (extend it)
I raise it up high
This is my left hand
I will touch the sky
Right hand, left hand
Whirl them around
Right hand, left hand
Pound, pound, pound.

LEGS
Girls: Two legs for birds
and you and me.
Boys: Four legs for dogs and
squirrels in a tree.
Girls: Six legs for beetles
Away they go.
Boys: Eight legs for spiders.
All: What do you know.

ANIMALS AND HOUSES
Here's a nest for robin redbreast
Here's a hive for busy bee
Here is hole for jacket rabbit
And here is a house for me.

RABBITS
Here is a bunny with ears so funny
Here is his hole in the ground
If a noise he hears, he pulls up his ears
And jumps in his hole in the ground.

TURTLE
There once was a turtle
He lived in a box
He swam in a puddle
He climbed on the rocks

He snapped at a mosquito
He snapped at a flee
He snapped at a minnow
He snapped at me

He caught the mosquito
He caught the flee
He caught the minnow
But he couldn't catch me

AIRPLANES
From down on the ground it zooms up high
(Children squat with palms and fingers
together and zoom upward)

Way up and around in the blue, blue sky
(Palms together move back and forth
high over head)

Here comes another plane down, down, down
(Hands and bodies start to decline)

Bring some people to visit our town
(Wiggle fingers to indicate people)

A BALLOON FINGER PLAY
This is the way we make a balloon.
So, so, so.
(Hold hands in front of body, palms flat together)
This is the way we blow our balloon
Blow, blow, blow.
(Pretend to blow into hands)
This is the way we break our balloon
Oh, oh, oh.
(clap hands)

I AM SPECIAL (Tune "Are you sleeping").
I am special, I am special.
So are you, so are you.
We can work together, we can work together.
I love you, I love you.

THE ALPHABET SONG
A-B-C-D-E-F-G, H-I-J-K-L-M-N-O-P,
Q-R-S, T-U-V, W-X, Y-Z.
Now I know my A-B-C's
Next time won't you sing with me!!

TEN LITTLE FINGERS
One little, two little, three little fingers
four little, five little, six little fingers
seven little, eight little, nine little fingers
ten fingers on my hand.

TWINKLE, TWINKLE LITTLE STAR
Twinkle, twinkle little star, how I wonder what you are.
Up above the world so high, like a diamond in the sky,
Twinkle, twinkle little star, how I wonder what you are.

WALKING, WALKING
Walking, walking, walking, walking,
Hop, hop, hop-hop, hop, hop,
running, running, running; running, running, running,
Now let's stop, now let's stop.

TWO LITTLE SAUSAGES
Two little sausages,
frying in a pan
One goes POP!!
And the other goes BAM!!

KIND LITTLE FINGER PEOPLE
Kind little finger people,
Who will put the toys away?
I will, I will, I will,
All the fingers say.

SNACKS

Snack Ideas

Snack time is much more than a chance to refuel! It is a very sociable part of the day. Not only does it provide active children with necessary nutrients, but it is also a time to sit as a group, meet new friends, taste new foods, learn new skills, and utilize all the senses. For young children, the sociable eating situation is an excellent time for learning language development, concept formation, and many social skills.

Snacks are simple, light, and nutritious, and if possible, prepared at school where the children can be involved in the process. Even a two year old can dip a banana in ground-up peanuts - and the learning that takes place during the cooking process is tremendous. Textures, smells, shapes and colors can be experienced and labeled. Hands become adept at using tools of the trade. Coordination and small muscles develop and self confidence increases as "I Can Do It Myself" becomes the phrase of the day.

SUGGESTIONS FOR SNACKS AND THE KIND OF NUTRIENTS THEY PROVIDE

Carbohydrates	Vitamins and Minerals	Protein
pancakes	(steam all hard vegetables	yogurt popsicle
waffles	to avoid aspiration)	deviled eggs
french toast	*carrots	cheese cubes
cream cheese on toast	*potato cubes	cottage cheese dip
corn bread	*celery	deviled ham
breadsticks	cauliflower	fish sticks
unsweetened cereal	peas	*garbanzo beans
tortillas with: cheese	mushrooms	milk
applesauce, fruit, or	baked potato	pizza
meat	cabbage	baked bean dip
bran muffins	zucchini	grated cheese
potato salad	three bean salad	peanut butter balls
*nacho	asparagus tips	custard
cheese puffs	green pepper	shrimp
soft pretzels	oranges, berries	cheddar spread
*peanut butter toast	pears, melons, peaches,	wheat germ
finger jello	bananas	toasted cheese
cheddar crisps	lemonade	*peanut butter with:
*popcorn	orange julius	grated carrot,
cheese and crackers	grapefruit segments	applesauce,
macaroni	pineapple	banana slices,
		ground raisins

*These foods not recommended for Walkabout/Toddler snacks

SOME THINGS TO KEEP IN MIND WHEN MAKING SNACKS WITH PRESCHOOLERS

1. **Preparation:**
   Involve the children in the preparation of the snacks as much as possible. They can peel carrots, cut apples, stir batters, measure ingredients, spread peanut butter and cheeses, pour juices, and set the table

   Cleanliness is important. Remind children to wash hand and food before preparing food and/or eating.

   Let the children have turns and not waiting for long periods of time.

   Safety awareness is necessary. Avoid cuts and burns by planning and showing the children how to use equipment properly. If a child refuses to follow safety procedures **excuse him from the activity**. Small groups of just two or three children also make activities safer.

2. **At the Table:**
   Help children develop self-confidence and independence by letting them serve themselves, pour their own drinks, pass plates to each other, set the table, and clean up after snacks.

   The snack parent needs to decide the serving size and guide children with directions such as, "Dip two spoonsful" or "Take three crackers", then help children count.

   Because children see their friends eating foods and because they have helped in the preparation, many will eat things at preschool that they would not eat at home.

   It is important for adults to demonstrate by their own behavior how they expect children to behave at the table. Children will learn better if they see adults doing something with them.

   Be enthusiastic about trying new foods.

   Encourage conversation. Meal time is a part of our social experience. Comfortable, relaxed talk makes food even more enjoyable.

   Encourage "please," "thank you," and "please pass," by using them generously.

3. **Clean-up:**
This is just as important as preparing and eating snacks. Children need to take responsibilities for cleaning up after themselves and snack is an easy place to start. Children may need to be reminded but once established, this becomes a good habit.

Children clean up their own places of spills, crumbs, dishes, and waste paper.

Helpers may be chosen to sweep, collect garbage, wash tables, wash dishes, or put things away.

Spills are minor accidents. Stay calm and have the child help clean it up. Remember, a child's feeling of self-worth is more important than a puddle of juice.

Share snacks ideas with one another. Your teacher may also have a snack idea to coordinate with a special unit such as applesauce after a trip to a orchard.

FOOD GROUP INCLUDED IN A GOOD DAILY DIET - CHILDREN 1-5 YEARS

FOOD GROUP	APPROXIMATE QUANTITY NEEDED DAILY	AVERAGE SIZE SERVING 1 2 years	3 5 years
Protein Food: Animal & Vegetable Meat, fish poultry dried beans & peas peanut butter, cheese, eggs.	1 to 2 servings*	1or2 TBSP ** or 1/2 to 1 ounce	2to4 TBSP
Milk and Milk Products	4-6 servings* or 16-24 ounces	1/2 - 3/4 cup**	1/2 -3/4 cup
Grain Products: Whole grain enriched or restored	4 servings	1/2 -1 slice bread 4 TBSP cereal	1/2 - 1 slice bread 1/4 - 1/2 C cereal
Fruits & Vegetables			
Vitamin C foods	1 serving*	1/4 - 1/2 cup	1/3 - 1/2 cup
Dark green, leafy vegetables for Vitamin A & folacin	1 serving	2 Tablespoons	2 - 4 TBSP
Other fruits and vegetables including potatoes. Some raw. Provide Fiber and Vitamins.	2 servings	2 - 4 TBSP	1/3 - 1/2 cup

Other:

Vitamin D	Not all milk products contain Vitamins A & D Read the label Vitamin D milk (A quart of Vitamin D milk contains the amount of Vitamin D recommended.) Vitamin D concentrate , fish liver oil are excellent sources
Iodized salt	Use in cooking and at the table.
Fluoride	Amount depends on water supply. Consult with dentist or physician.

* Use the children's equivalents within each food group

** Tablespoon means a level measuring tablespoon. Cup means a level measuring cup.

Cottage Cheese Dip
Beat 1 cup cottage cheese and 2 TBSP skim milk together. Add onion, parsley, pimento or olives and serve with parboiled or fresh vegetables.

Yogurt Frappe
Blend 1 cup plain (unsweetened)yogurt and 1 piece chopped fresh fruit (orange, peach, or banana). Freeze in small paper cups with plastic spoons inserted for handles or eat chilled.

Rollin' Bananas
Dip banana slices in plain yogurt. Then roll in coconut flakes or finely crushed peanuts.

Peanut Butter Balls
1 c. peanut butter
1 c. dried instant non-fat milk
2 T. to 1/2 c. honey, molasses or corn syrup
Mix with wooden spoon or hands. Roll into balls. Can also add, for older children, raisins, sunflower seeds, wheat germ, sesame seeds, or bacon bits.

Pizzas
On English muffins (or unbaked biscuits patted to make rounds) spread tomato sauce. Add grated cheese and anything your heart desires on top: hamburger, mushrooms, celery, peppers(mild), hot dogs, sausage

Soft Pretzels
4 c flour (part whole wheat)
1 T sugar
1 tsp salt
1 package yeast
1 1/2 c warm water
1 egg beaten
coarse salt
Sprinkle yeast on warm water and mix. Add salt, sugar and flour and mix and knead dough. Form into imaginative shapes and place on cookie sheet. Brush with beaten egg and sprinkle with course salt. Bake at 425^{0} for 12-15 min.

Cheese Puffs
1tsp paprika
1/2 lb grated cheddar cheese
1 C flour (whole or white)
1/2 c butter or margarine
water
Combine cheese and butter. Work in flour with paprika. Chill thoroughly. Shape into marble size balls. Bake on ungreased cookie sheet at 450^{0} for 5-7 min.

Orange Juice Finger Jello
5 packets unflavored gelatin
1 - 6 ounce can frozen orange juice reconstituted
Either dissolve the gelatin in 2 orange juice cans of water then heat until gelatin is dissolved (this preserves the Vitamin C) or mix gelatin in the orange juice and heat until dissolved.

Mock Orange Julius
Use an electric mixer or blender
2 T. powdered milk
4 T. orange juice concentrate
1 T. egg white
1 1/2 c. water
Freeze in small papercups with plastic spoons to make pops or drink chilled.

Cheddar Crisps
1 c packaged pie crust
1/4 c Quick Cream of wheat
1/2 c finely grated cheese
1/2 tsp baking powder
1/4 tsp garlic powder
1/4 tsp salt
1 T. finely chopped parsley
1 jar pimentos drained and finely chopped
Gradually add 2 T milk and mix until a ball forms. Roll out dough 1/4" thick. Cut into strips or use cookie cutters. Bake on cookie sheets 10 - 12 min. at 400o.

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Cheddar Spread
Grate cheddar cheese. Add a little mustard and skim milk (or mayonnaise) and serve with apple wedges.

Banana Nog
1 C milk
1 egg
1 ripe banana
1 scoop vanilla ice cream
Peel and mash banana with a fork. Put all ingredients into a jar and put lid on tight Shake jar to mix. Can also be made in a blender. Makes 2 cups.

Sunflower Date Balls
1/2 C sunflower seeds (hulled)
1 C moist, pitted dates - 8 oz.
1/4 C honey (optional)
1/2 C shredded coconut (optional)
Whirl sunflower seeds in blender to a fine flour. Chop dates and mix with flour. Form into balls, if too sticky, add more flour or roll balls in the sunflower flour. Add honey and coconut to the date-flour mixture before rolling into balls. Makes about 2 dozen 1/2" balls.

Hairy Harrys
3 large apples
1 lb peanut butter
alfalfa sprouts
1/2 - 1 C raisins
Cut apples into quarters and core. Spread each apple slice with peanut butter, sprinkle with sprouts and top with raisins.

Yogurt Smoothie
1/2 C yogurt
1/2 banana
1-2 other fruits:
pineapple, strawberries, peaches, pears oranges, etc.
dash of cinnamon (optional)
dash of vanilla (optional)
tsp honey (optional)
Blend all ingredients for a few seconds in a blender. Pour into glasses. Milk or fruit juices may be added to make a thinner drink.

Pancakes
(good cold and for rolling fruit)
Beat: 4 egg yolks, dash salt, 2 T oil, 2 T sugar, and 1/2 c. milk
Add: 1 c cottage cheese , 1/2 c. flour
Blend until smooth. Fold in 4 whipped egg whites then spoon onto hot griddle.

Pumpkin Bread
1/2 C honey
1/3 C corn oil
2 eggs
1 C canned pumpkin
1 1/2 C whole wheat flour
3/4 tsp salt
1 1/2 tsp cinnamon
2 1/2 tsp baking powder
1/2 tsp nutmeg
1/4 tsp cloves
Mix honey and oil in bowl. Add eggs and beat well. Add pumpkin and stir well. Sift dry ingredients together and add to pumpkin mix. Pour into greased 9"X 5" loaf pan. Bake 1 hour at 325^{o} or until it tests done. Cool before slicing.

Fruit Salad With Creamy Dressing
In large bowl, cut-up and mix bananas, oranges, strawberries, melon, etc. Mix with dressing:

1 pint cottage cheese
1/3 C milk or plain yogurt
1 tsp vanilla
1 Tbsp orange juice concentrate
Mix all ingredients until smooth

Finger Jello
Moisten 7 Tbsp unflavored gelatin in 1 cup unsweetened fruit juice. 1/2
Heat to dissolve. Remove from heat and add 3 cups more juice.
Pour into a pan and chill. Cut in squares or use cookie cutters for special shapes.

SCIENCE

Science can give children a chance to take a close look at the world around them and to help find answers to questions or problems about that world. The exploring of their world is as important for young children as the knowledge they may gain. Children need to know how to find answers and "sciencing" can help them learn the processes in investigating to find those answers.

We can encourage science by providing children with a rich supply of materials for scientific learning experience and opportunities for using investigative techniques.

MATERIALS FOR SCIENTIFIC LEARNING EXPERIENCES

Katherine Wensberg

For learning about air...balloons, balloon pump, plastic bag, paper windmills, toy parachutes, feathers to blow, soap bubble pipes (or plastic sippers), detergent for bubbles, candles and jars of differing size.

For learning about water...large dishpans, small pouring containers, sieve, funnels , sponges, soap flakes, towels, floating toys.

For learning about earth...soft rock to crush, pebbles and small stones, sand, clay, outdoor digging place for making mud, planting experiences.

For learning about heat and cold...cooking experiences, ice, old-fashioned ice cream freezer, if available.

For learning about light and shadow..mirrors, puddles, shadow, flashlights.

For learning about living creatures...jars, cages, aquaria, bird feeder, shells, nest, feathers, pets and food for them.

For learning about "time"...clocks, calendars.

For learning about "space"...ropes to swing on, things to crawl through and under, things to climb and to jump from, boards and boxes.

For learning about simple machines...egg beater, pulley and rope with pail to lift things in, teeter- totters, toy sets of interlocking gears.

For learning about differences... scale and weights; puzzles teaching triangles, circle and rectangle shapes; games teaching colors; set of plastic containers with things to taste in them, things to smell; games that involve counting; toys to be stacked within each other; "feeling" boards and guess by touching games.

For learning about magnetic force... magnets and small objects to test them.

For learning of common fruits, vegetables, animals, etc.... sets of card pictures to be used in games, posters, (to be used after the real ones have been experienced.)

SCIENCE IDEAS FOR YOUNG CHILDREN

1. Mixing things with water (flour, sugar, cornstarch).
2. Use egg cartons to grow different seeds, beans, avocado, etc.
3. Mix vinegar with baking soda to watch it fizzle.
4. Watch the changing texture in batter.
5. Smell and taste different things.
6. Watch mold grow.
7. Boil water to see steam on window.
8. Hard boil an egg and compare to raw one.
9. Have various fruits and vegi's and compare to whole - talk about sizes of seeds etc.
10. Plants seeds in dixie cups.
11. Watch tulips come up and process of fruit tree growth: buds, flowers, fruit; watching plants during summer-berries or fruits on plants.
12. Collect leaves and other dried plants, seeds to make collage.
13. Talk about difference/likenesses in leaf shape and colors.
14. Observe a bird feeder; worms; see chicks hatch at farm supply
15. Feed seagulls in park
16. Get a gold fish, get a pet, help with caring and feeding of pet.
17. Visit a pet store, farm, zoo; go fishing; TV shows about nature
18. Rainbows through hose in summer.
19. Plant seeds in garden, watch shoots coming out; water seeds/plants.
20. Talk about mushrooms, danger of picking and eating them.
21. Watch for signs of trees budding out. Force blooms by taking branches inside.
22. Dig in dirt and see what can be found.

LIST OF SCIENCE ACTIVITIES FOR YOUNG CHILDREN

Activities continuing throughout the year.

Keeping pets: Such as rabbits, turtles, guinea pigs, insects, salamanders, canaries, white mice, hen and chickens. Making animal cages, feeding the animals, watching them, listening them, observing their habits, learning care in handling them, collecting them from the country, buying them from the pet shop.

Keeping an aquarium: Washing sand and pebbles, helping arrange plants, helping carry water, feeding fish (only three times a week), watching fish, observing habits, watching development of tadpoles.

Keeping a terrarium: Collecting plants from woods, filling terrarium with live insects and animals, watching plants grow, watering occasionally.

Caring for house plants: Watering each day growing slips in cutting pot in sand, caring for bulbs such as paper white narcissus, keeping chart record of growth of bulbs.

Maintaining a nature table: Bringing in interesting objects of nature such as acorns, seeds, flowers, leaves, rocks, bird's nests, watching growth of plants.

Going on excursions: to find nuts, flowers for bouquets, just to explore. (Two walks a week for kindergarten considered the minimum by one science specialist).

Choosing and watching a class tree: Watching it drop leaves, observing it under various conditions throughout the year.

Making a museum: For exhibits of rocks, shells, nuts, insects, nests, plants, quills, bark, bones, cotton, wool, fungus growth, gourds.

Seasonal Activities

Fall

Leaves: Collecting and sorting as to size, shape, etc.; making leaf prints or blue prints; mounting; scuffing, jumping, raking, piling; putting over bulbs for winter protection; using for decoration of room; pressing and pasting in leaf books.

Flowers: Arranging bouquets for room decoration, making weed bouquets, harvesting vegetables or flowers from school garden, having exhibit of vegetables grown in school garden, or of all wild flowers that may be picked.

Fall insects: Collecting, feeding, observing crickets or grasshoppers.

Making general observations: Leaves falling, insects becoming less abundant, robins disappearing, squirrels storing nuts for winter.

Planting spring bulbs: Preparing soil, choosing bulbs from catalogue.

Seeds: Sorting, blowing in wind, picking from coats or watching how they catch a ride, arranging a seed collection, collecting food for winter birds, making poster showing seeds that fly.

Gathering nuts: Making candy and cookies in which to use them.

Winter

Feeding winter birds: Making feeding tray, watching habits of different birds which come to feeding station, making birds' Christmas tree, making bird houses for spring, finding out what birds come to feeding tray, finding out what to feed them, planting trees and shrubs which will furnish food and shelter for them.

Christmas greens: Arranging mistletoe and holly, observing cones on Christmas tree, smelling balsam, making balsam pillows of needles from Christmas tree, noticing differences between evergreen and deciduous trees.

Snow and ice: Watching snow as it falls, modeling snow man, catching snow flakes on coat sleeve to see form of snowflakes, bringing in ice to watch it melt, playing with sleds, putting dishes of water out to freeze and noticing that ice makes more room than water, melting ice and noticing that it takes heat to melt ice.

Bird Candy:

Objectives: to focus on birds, particularly their feeding habits, to provide an experience in sharing, to give practice in following directions.
Materials: Rendering beef suet, a variety of bird food (seed, bread crumbs, oatmeal, peanut butter, etc.) Small paper cups. 8" lengths of bright colored yarn preferably wool. Spoons for stirring in small cups.
Method: Discuss birds' eating habits, lack of natural foods in winter. Present seeds, etc. Sometimes the children to taste these to find that birds and people like some of the same foods. Each child has a cup, string, and a turn to dip fat into his cup. (It's fun and a good learning experience to watch the fat melt on the hotplate.) Fill the cup half full of fat, fill the rest of the way with variety of seeds, etc. Stick yarn way down in the mixture, twisted around in mixture to hold it firm. Let harden in the refrigerator, peel off paper cup.

It's fun to walk to a place where there's an abundance of winter birds, and hang the balls in appropriate places. This is particularly rewarding when there has been snow for a few days and the birds are very hungry. If the children wait very quietly a distance from where the balls have been hung, they may be able to see the birds come to the food with a great chirping chatter of appreciation.

It is also fun to watch the disappearance of the balls when they're hung in the school yard.

Thermometer: Putting Thermometers out of doors and comparing it with the way it looks indoors, noticing that it goes higher when it is warmer and sower when it's colder, learning to read thermometers.

Wind: Watching what it does to smoke and clothes on the line, flying kites, watching it move clouds in the sky.

Birds: Watching for robin, bluebird, other birds; keeping record of date when first robin seen, first bluebird, etc.; putting out short pieces of string or worsted for birds to use in building nests.

Planting and caring for school garden.

Picking flowers for May baskets: Learning to pick only plentiful flowers, learning how to pick flowers, learning not to pick flowers in other people's yards.

Experiments with plants: Planting lima beans or scarlet runner beans and from time to time pulling one plant up to see how it grows; watching sprouted potatoes growing in dark and in light; planting potato cutting with an eye and watching it grow; bringing twigs into room in the early spring and watching them develop; having a bean race, each child having a bean; growing sweet potatoes and carrots in water.

Bulb Forcing:
Objectives: to give intimate experience with the growth of spring bulbs.
Materials:Tulip, hyacinth, daffodil, scilla bulbs.
Method: Varies with bulbs. Tulips: 1. Set bulbs (2 or 3) into pot of good soil with 3 points protruding. 2. Place pots in outdoor pit about 8" deep lines on the bottom with a layer of gravel. 3. cover at ground level with boards, packed leaves, several inches thick then sheet of plastic held in place with dirt around edges. 4. leave for couple of months or until roots can be seen through hole in bottom of pot. 5. bring in keep in dark cool place, water daily. If you are lucky, they'll bloom.

Forcing Spring Growth:
Objectives: To focus attention on spring growth, to learn names, process in bud development.
Materials: Branches, jar with warm water, hammer to pound ends of stems.
Method: Discuss parts of the branch. Point out names of different parts (branch, twig, bud, covering the bud). Point out that baby leaves and flowers are inside the bud. Break a couple open and examine. Point out that water, sun, and warmth will make the bus grow. Pound ends of branches to spread out the veins of the branch so it will soak up water faster. Put branches in jar of warm water, Place in sunny spot.

And encourage children to watch branches day by day.

Other bulbs usually have instructions for indoor planting. The important thing is to get good root growth.

Activities connected with physical science:

Playing with magnets: notice what things will and will not attract; fishing with magnets from boat - catching paper fish with nail put through them to be attracted by magnet.

Sound: Playing on drum; playing treble and bass keys on the piano; noticing vibrations of strings on piano; striking tumbles filled with varying amounts of water; having a band of boxes - hat boxes, oatmeal boxes, etc.; listening to chimes, church bells.

Light: Watching light be reflected on ceiling from aquarium, playing with prism hanging in windows; looking mirror, playing with mirror reflecting sunlight; observing variations of shadows at different times of the day, playing shadow tag.

Chemistry: Dissolving things in water - salt, ink; watching salt and crystals for as water is evaporated from salt water.

Electricity: Ringing bell with dry cell connected with key, finding out hat makes bell stop ringing; making sparks by shuffling over carpet and touching another child; turning off and on an electric current; experimenting with a flashlight.

Mechanics: Balancing see-saw, playing with blocks, learning balance relations of one block with another, hammering nail to make it go straight, experiments with steam, observing machines in construction - steam shovels, cranes etc.

Weather: Observing weather - snow, clouds, sleet, frosts, fog, hail; keeping record of weather on calendar.

Astronomy: Noticing phases of moon, shadows, the beauty of the stars and that make pictures in the sky, pricking Big Dipper in end of oatmeal box so that it will show through when held up to the light. Looking for sun at various times of day.

Water: Playing with water, finding out what will float and what will sink; catching steam on glass when water is boiled; observing differences between dew and rain, watching rain wash houses and make rivers in gutter; boiling water and watching it disappear from pan; putting water on floor in sun and shade to see which dries up faster.

Heat: We get heat from several sources - fire, coal, wood, charcoal, fire, gas heating system, gas stove. Electricity - touch electric light bulb, eclectic heater, electrical appliances. Sun - see this by placing object in the sun; place variety of objects - wooden, metal, etc. - then have children touch. Heat can help or hurt us. Heat can bake a cake and stove can burn us. Iron presses clothes and it can burn us.

We wear more clothes in winter - fewer in summer. Woolen things keep us warmer than cotton things. Dark clothes keep us warmer than light colored clothes.

Dark colors absorb more radiant heat than light colored materials. Discuss how heat is made to keep a house warm - thermostat, furnace, radiators, parts of heating system, fireplace.

Energy work and machines: Work is done when something is moved. Energy is used to work. Things can be moved by pushing or pulling. We can move things. Sometimes, if we can't move something a machine will help us. Some machines make work easier, they save our energy.

Some machines save time. Different machines do different kinds of work. Some machines are run by gasoline or electricity.

Air: Air is everywhere. Air moves. People need oxygen to breathe, people need air. Air pushes some things down - gravity pulls objects down if they are heavier than air and immersed in air. We play with air - soap bubble pipes, party whistles, balloons. Air helps hold things that are light. Air is in soil. Things get bigger when they get hot - air expands when heated. Warm air rises. Warm air gets bigger and cold air gets smaller. Warm air goes up and cold air goes down.

Living Plants:

Materials: celery with tops, carrot with tops, parsnips or turnip, food coloring, clear glasses (3), toothpicks
Procedure: Put a few drops of food coloring in each glass. Add water to within 3 or 4 inches from top. Suspend each vegetable in colored water using toothpicks to hold them up on each side. Now, leave them alone, and before long, they will have absorbed the colors in the water. This is a good science lesson for children learning how plants absorb their food from their roots.

Candy Colored Circles (Do this when weather is cool and dry)
Materials:

2 cups white sugar	1/2 cup light corn syrup
1/4 cup water	food coloring

You will need a cooking pot, wooden mixing spoon, aluminum foil, string and a candy thermometer.

Procedures:
Adults must do the candy cooking. Combine ingredients in pot and stir together. Cook over medium heat, stirring occasionally, until mix begins to boil. Attach the thermometer to pot, let mixture cook until the thermometer reads 310 degrees F. (hard crack). Remove pot from heat and stir in food coloring. About 20 to 40 drops should do. Spread the aluminum foil out, shiny side up. Before the mixture begins to harden, pour it out onto the foil in the shape of 2 big pancakes (or any shape will do). While candy is still soft poke 2 or 3 inches of a length of string into the top of each circle. A toothpick or pencil is a good poker. Let the circles cool for half an hour or more before removing from foil. Now tie them in front of the windows to make stained glass, or look through them to see a "rose colored" world.

Smell Bottles:

Materials: Several empty bottles - plastic pill bottles work well.

Procedure: Put a smelly in each bottle, then blindfold the children and let them guess what the smell is. Good smelly things are a clove, a piece of onion, a drop of cologne, a garlic clove, some vinegar, oil of peppermint, etc. have the children guess different things. i.e. sweet and sour, good and yucky, or what each smell is associated with .

Donut Bird Feeder:

Materials: 2 jar lids, long nail, donut, string hammer, pliers

Procedure: Find 2 jar lids about as big around as the donut. Find a "headed" nail about 3 " long. Make a hole in the center of each lid by hammering the nail through, wiggling it around, and pulling it out. Do this outside or on a top of a piece of wood so you don't damage your floor. To hang the feeder from a branch or hook, put the nail through one lid, through the donut and then through the other lid. With pliers, bend the pointed end of the nail sideways to keep it from pulling through lid. If the nail is too hard, you can hammer the point into a small wood scrap, or wrap a piece of tape around the end. Tie a piece of string below the head of the nail and hang up the feeder. To use on a windowsill, assemble the parts in the same way, but instead of bending the nail, tap it lightly into the windowsill. Try to put the feeder in a place where you can watch the birds, but away from cats and dogs. It will take a few days for the birds to come, but once they do, they will return for more. Check often to see if the donut needs to be replaced, and change the flavor. Or use stale pieces of bread. Children learn that once you provide food for the birds, the same ones will come back year after year to the feeder. Also, if you do start feeding the birds you have an obligation to keep them supplied with food, especially during the winter months.

Blueprint Art:

Materials: Blue print paper (available from an architect or blueprint supply center - use within a few weeks), things to make a sunprint like leaves, grass, combs, nails, pencils, cups, netting, toothpicks, doilies, anything that might make an interesting print, warm sunny day.

Procedure: Place the paper on a firm, heavy board (wood or cardboard) with the blue side of the paper facing up. So this in a dim room. Then arrange your objects into an interesting design on top of the blueprint paper. Place your arrangement outside in the sun or inside in a well-lit window. Leave it in the light until the blue of the paper turns a different shade. This can take anywhere from one to five minutes. Shake the design off the blueprint paper and immediately put the paper in a pan of cold water, or run cold over it, for about five minutes. The areas where the objects were placed become white in color and the background a deep blue. Blot the sunprint with paper towels. To dry the print flat, put it between two blotters of paper towels and place a weight (plastic wrapped) on top of it until dry.

The kids will be fascinated with this seemingly magic method of printing their own pictures.

THE IMPORTANCE OF LARGE MUSCLE ACTIVITIES

We might describe the preschool child as a child in the large muscle stage of development. He is the climbing wheel toy child, engrossed in perfecting his muscle coordinations. Having struggled to pull himself to a standing position, he continues his progress by looking for ways to climb higher and higher. Having mastered the art of walking, he delights in running and in riding fast. Having acquired the ability to drop an object at will, he is ready to try throwing. He pulls and pushes. He is gaining motor skill and strength and growing rapidly. In using his large muscles the child is easy and comfortable and free of the strain which comes when he uses his fine muscles. Through his motor accomplishments he is laying part of the basic pattern of self-confidence he needs. He is developing greater capacity to meet problems and to get together with others of his own age.

The child who rides a tricycle with skill meets other children. His motor skills "count" in the world of childhood. They help him win a place for himself. He "belongs" with others and feels secure. To run with confidence, to climb easily, to keep one's balance, are abilities worth a lot in the life of the preschooler, worth much more than the ability to recognize letters or name colors!

Katherine Reed Baker
Let's Play Outdoors

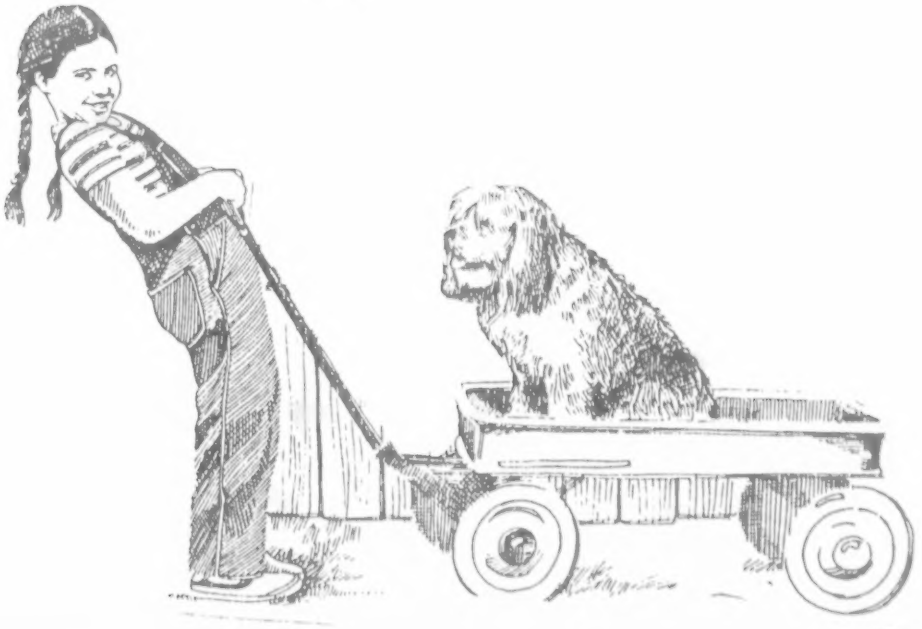
(NAEYC)

EQUIPMENT ENCOURAGING LARGE MUSCLE ACTIVITIES

Climbing: Jungle gym
Platform 4 to 5 feet high with various ways of climbing up and down (stairs, rope ladder, fixed ladder, ramp, pole)
Trees
Wood blocks and boxes with smooth boards
Barrels
Ladders
Climbing Blocks

Arm Development: Tires and hoops
Water Play
Wagons and carts
Balls and beanbags
Scooter boards and skate boards
Blocks and boxes
Punching bag
Work bench
Sand toys - shovels and rakes
Old boat with oars
Ribbon streamers

Leg Development: (Motor Skills) Bouncers
Rhythm Instruments
Tires and tubes
Wading pools
Tricycles
Swings
Balls
Ropes
Hoops



DEVELOPING LARGE MUSCLE SKILLS

Some activities that help children develop large muscle skills are as follows:

Lifting hollow blocks, cartons, or other large materials, such as boards or bags of objects.

Piling large blocks or cartons in stacks.

Climbing trees, a rope ladder, or a jungle gym.

Swinging on a swing or on parallel bars and hanging from a horizontal ladder.

Riding a tricycle, pushing a coaster or a tricycle, or pulling a sled.

Digging with a shovel, raking leaves, sweeping with a broom, and sponging with a mop.

Pounding nails and sawing wood.

Balancing on a low board.

Bouncing on a trampoline.

Running on sand or grass.

Jumping over low objects and from low objects.

Throwing large rubber balls; tossing bean bags.

Making creative movements to music; dancing; and doing other rhythm activities.

Working with finger paints.

CREATIVE PLAY ACTIVITIES REQUIRING USE OF LARGE MUSCLES

Follow the Leader: The leader child moves about freely. The leader may imitate animals - a rabbit hopping or a fish swimming. The others must follow the leader.

Guess What I Am: Without saying a word, a child tries to act out the movements of some object. This may be an airplane making a landing, a rooster strutting around the barnyard, a cement truck dumping it's load, a click telling the time of day. The child may think up things to do, or the teacher may whisper suggestions.

Water Play: A water table or a large tub is used. Children make suds and create shapes from the suds. They use water a large paintbrush to "paint" a fence or the school building. A variety of objects can be put together to make a boat that floats. (Aluminum foil works well for this.) Creative cleanup can be developed by children as they find how water, tools, and materials can help them clean up messes.

Building With Sand, Mud and Clay: Children use large muscles to build sand mounds with moats around them. Sand pies and sand forts can be built in a sandbox, on a sand table, or at the seashore. Children use mud to make large structures. Clay is also used to create structures and shapes.

Creative Play With Blocks: Large, hollow blocks can be used to build a city, grocery store, beauty parlor, bridge, tall tower, and many other structures.

Using Empty Cartons: For their birthday, many children receive toys that come in large cartons. After a short time, many of these children put aside the fancy toys and play with the empty cartons. In view of this, it makes sense to provide such boxes for children to play with. They can be arranged into trains, they can serve as houses and stores; they can be used as a cave or a hideaway. Children can paint the outsides and insides.

Excerpt from **CREATIVE ACTIVITIES FOR YOUNG CHILDREN** by Mayesky, Neuman and Wlodkowski.

THE BEST TOYS IN LIFE ARE FREE

A Is for Acoustic Tile - with colored golf trees for a peg board.

B Is for Band Aids - The all-time hit "toy" with innumerable uses.

C Is for Clothespins - The old fashioned kind without springs and splinter-free.

D Is for Dough - half flour, half salt, with enough water kneaded in to make a dough to cut and bake.

E Is for Egg Beater - The light weight dimestore kind, plus soap flakes for noise and bubbles.

F Is for Findings - Buttons, beads, rick-rack, bias tape, feathers, glitter.

G Is for Glassine , or any of that cellophane - like paper that crumples so noisily.

H Is for Hats - Discarded, for dress-up or for decorating.

I Is for Inner tubes - three or four laid flat on the lawn or the playroom floor (just to roll and tug and stretch), baskets for a game or a bean bag pitch.

J Is for Jello - Children can "cook" as soon as they can stand on a stool set up to counter.

K Is for Keys - The mystery set left from the house you used to live in. The preschooler to try on all doors and the sheriff to hang on his holster belt.

L Is for Ladder - A small aluminum step ladder the youngest can carry around to make climbing a little safer. Long ladder into ramp, board for a see-saw or jungle gym.

M Is for Macaroni - the shells, stars, wagon wheels, bow ties, alphabets and other fascinating shapes - fun to paint with brush or dye in bowl of vegetable coloring; paste onto cardboard.

N Is for Nutshells - walnut halves, especially , for they make an ideal tub fleet, whether you float as is or the children provide a toothpick mast and paper sails.

O Is for Orange Crate - Which soon becomes: A doll house, a two-seated boat or plane, or a zoo.

P Is for Plastic Bottles - Freezer containers soon to be filled by the child with water, sand, possessions. Squeeze bottles have special fascination for babies, who like sound when squeezed.

Q Is for Quilt - An old one, along with a card table or big clothes basket for hiding place or just to sit and baby on to be fascinated by the different colors squares and designs.

R Is for Rubber Stamps - Endlessly interesting and stainless if offered with blotter soaked in vegetable coloring.

S Is for Spools - Saved up from sewing basket or reels from used typewriter ribbons. Paint them, decorate them, or leave plain.

T Is for Tools - Real, grown-up ones. A good hammer, a pair of pliers, a light wrench (bolt).

U Is for Utensils - From the kitchen, measuring spoons and cups of metal, mixing bowls of plastic, wooden spoons, molds, cookie cutters and lids to make music with.

V Is for Vests - Always left over from suits, for "dress-up".

X Is for Xmas Cards - Saved from last year and brought out at rare intervals when you want the children quiet. To be arranged, stood up in rows, colored, cut and sorted.

Y Is for Yours - Anything that is coveted by your offspring. The paper clips (what a chain they will make), the make-up supplies, and a spare checkbook.

TOYS ARE TOOLS FOR LEARNING

1. Toys listed by approximate ages

Birth - 3 years

- Clutch balls
- Textured toys - cloth ball
- Crib mobiles
- Stuffed toys - no button eyes
- Busy bath
- Musical Busy Box
- Busy Surprise Box
- Rattles
- Bean bags
- Roly Poly Chime Ball
- Crib gym
- Water toys
- Soft blocks
- Chatter telephone
- Potts family set
- Rock-a-Stack
- Nesting blocks
- Music Boxes - Jack-in-the-box
- Play Doh Sets
- See'n Say
- Tyke bike
- Stacking toys
- Wooden beads

3-4 years

- Musical toys
- Dump trucks - Tuff Stuff
- Pound-a-truck
- Shopping basket
- Play Family sets
- Lacing Shoe
- Pre-School Lego blocks
- Play School wooden blocks
- Seasame Street activities
- Magnetic Muppet Board
- Fisher-Price Basketball
- "Weebles" family sets
- Little Carpenter tool kit

4 years and older

- Large trucks
- Dolls
- Wood Puzzles with handles
- "Dressy Betsy" doll
- Bowling set
- Push button farm
- Mail Box

6-8 years	Bowling set Magnetic chalkboard with numbers and letters "Toss Across" bean bag game Nerf Balls Lincoln logs "Scoop-a-Loop" game Musical toys Piano Drums Jumbo crayons Scissors Paper and Paints Finger painting sets
Older Children	Checkers "Wham Wads" - foam dart game <u>Craft Kits</u> Crewel Macrame Yarn pictures Decoupage

Wagons with slated wooden sides, tricycles, small animal shapes to ride, and the mini Hot Wheel car - all are larger pieces of equipment, but can be used for several functions.

2. These Toys are listed according to child's development needs:

Little or no head control:	Clutch balls Textured toys Crib mobiles Stuffed toys Rattles Roly Poly chime ball Crib gym Soft blocks

Fair-to-good hand grasp:

- Busy Bath
- Musical busy box
- Busy Surprise box
- Bean bags
- Water toys
- Rock-a-Stack
- Nesting blocks
- Jack-in-the-box
- Play Doh sets
- See'n Say
- Stacking Toys
- Play Family toys
- Dump trucks
- Blocks-wooden and Lego
- Wooden beads
- Musical toys
- Fisher-Price Basketball
- "Weebles" family sets
- "Little Carpenter" tool kit
- Seasame Street activities

Fine finger control:

- Wooden puzzles with small knobs
- Wooden puzzles without knobs
- Mail box
- Doll clothes with fasteners
- Lacing shoe
- Toys with small size pieces

Eye-hand coordination:

- Lacing shoe
- Sewing Basket
- Blocks
- "Scoop a-Loop" game
- Nesting blocks
- "Busy Train"
- Wooden train
- Play tools
- Rock-a-stack
- Bowling and Fisher Price Basketball

Pre-Writing and Reading:

- Magnetic Muppet Board with letters and numbers
- Push butt farm
- Tyke bike
- Tricycle
- Crayons
- Scissors
- Paper
- Finger Painting sets
- Scooter
- Bouncing Balls
- "Candy - Land" game
- "Seasame Street Fair " game

Self-Care Activities:	"Dressy Betsy" doll Dolls and clothes Lacing Shoe Water Toys
Imitation Play:	Dish sets Shopping basket "Sweep'n clean sets" Ironing set Little carpenter's tool kit
Tactile Stimulation:	Textured toys Water toys Busy Bath Bean bags Soft Blocks Play Doh sets "Nerf" balls Finger painting Clay Sand box

HEALTH AND SAFETY GUIDELINES

HEALTH AND SAFETY GUIDELINES

1. Children and Parents Come to School:

- All drivers of carpools must have liability insurance and a valid driver's license.

- Seat belts or approved safety restraints must be used by all children coming and going to school activities.

- No more than 3 children be driven in one car. Children never ride in cargo areas such as the back of a station wagon.

- Never leave children alone in a parked car.

  Parents should park the car and accompany children into the school.

- Inside school, parents help children with wraps and name tags. Be certain the teacher and working parent are present to care for the children.

- Any child who is or becomes ill must be removed from the classroom to a separate area and the parent notified to come and take the child home.

2. Children And Parents At School

- Limits are set for safety at school- 3 or 4 children in an area, build blocks (only chin high), walk inside, put away what you use, stand only on sturdy chairs.

  Kitchen activities are always supervised -when using sharp knives or appliances an adult supervises each child working, food is kept hot or cold as needed.

- Cleanliness is essential. Dishes, and tables are washed with hot soapy water, food is clean and carefully prepared.

- Activity areas must be checked regularly for toys and furniture needing to be repaired. Furniture is arranged for traffic flow around activities and safe escape in case of fire.

- Children at school use only non-poisonous materials. All cleaning and other dangerous materials are kept in locked cupboards out of reach of children.

- Floors are kept clean and free of spills, toys and paper.

- Personal hygiene is stressed at preschool. Children learn about the necessity of washing after toileting and before preparing or eating food. Clean towels and tissues are always available.

- At snack time children sit while eating. This is to prevent choking on food.

- As with the indoor equipment, outdoor equipment should be inspected for safety and repaired on a regular schedule.

- When taking the children in the carpool home it is essential to deliver the children and any school messages to the parent or adult in charge. Always make sure that there is someone present to care for the child you are leaving.

3. **Fire Safety and Prevention:**

- Fire extinguisher are maintained in all classrooms.

- Fire escape routes are posted and fire drills are practiced quarterly.

- There should be at least 2 clearly marked fire exits in each classroom.

- All adults and children should know the escape routes, especially doorways, stairs, and hallways must always be kept clear.

Fire escape routes, especially doorways, stairs, and hallways must always be kept clear

- Parents and teachers should always be observant of fire prevention and never use frayed extension cords, flammable liquids,or space heaters. All materials are kept at least six inches away from heaters and stoves.

- Outlets are covered with protective covers.

- Smoking is not permitted in the preschool class.

- Drinking coffee and other hot liquids is not permitted during class time.

- A daily record of the number of children present will be kept so that children may be accounted for in case of fire.

- Storage areas must be kept free of fire hazards.

4. First aid and Health

- All adults in the preschool must have a negative T B. test on file.

- Children in the co-op must meet health department immunization requirements.

- Information on immunizations, allergies, permission for emergency medical attention and contacts are obtained and kept in the school.

- A first aid box/kit is kept in the preschool

- Established first aid procedures are used in case of a medical emergency.

- In case of any accident or illness, attempts will be made to contact the parents before any kind of action is taken.

- Children with a known or suspected communicable disease are not permitted to attend school

- No medications will be given to children at school. Syrup of Ipecac will be kept at school but used only at the advice of a licensed physician.

5. School Clean-up and Storage

- Sinks, counters and tables should be cleaned before and after snack preparation. All dishes should be washed in hot soapy water and floors swept daily. Garbage should be emptied daily and all food not consumed should be removed from the school. Any edible things kept at the school, especially for crafts, should be stored so they will not attract bugs and mice.

- Precautions should be taken to avoid flies and spiders. Remember to do this in ways that are safe for the children.

- Clean towels, sponges and dish clothes only, should be used for dish washing.

- General cleaning of room and toys should be scheduled quarterly.

- Any items which could cause poisoning or illness to children should be stored in locked cupboards. This could include cleaners, bug spray and paints.

6. **Accidents and Injuries**

Any accident or injury should be investigated, with future prevention being the focus of the investigation.

If you suspect that something is a threat to health and safety please report it to the teacher or parent educator.

NOTE: In all emergencies, two concerns are uppermost:
1. Keep children and adults as safe as possible.
2. Stay clam to avoid frightening the children.

Wellness and Illness:

If a child returns to school before he or she has fully recuperated, it is easy for him to become ill again or catch something else, as well as spread illness to others. Therefore, it is important that any ill child remain at home until he is completely well and/or no longer contagious.

How To Determine If Your Child Is Ready To Return To School:

1. When the disease is no longer contagious (contact your doctor or the Health Department.)
2. When the child is temperature-free for 24 hours.
3. If the child has a deep cough or hacking - **Remain at home.**
4. If the child is severely congested - **Remain at home.**
5. If the child has colored or cloudy nasal discharge - **Remain at home.**
6. If diarrhea or vomiting are present - **Remain at home.**
7. If a child is listless, he may need to stay home another day.
8. A child with any unidentified skin condition or eye infection - **Remain at home** until cleared up or have doctor's note stating it is not contagious.

IMMUNIZATION SCHEDULE (for infants and children)

AGE	VACCINES
2 months	1st DPT and Polio
4 months	2nd DPT and Polio
6 months	3rd DPT and Polio
18 months	4th DPT and Polio
4-6 years (prior to kindergarten)	5th DPT and Polio
15 months	Measles, mumps and rubella (MMR)

DT (adult type tetanus and diphtheria) needed at 14 - 16 years and every 10 years thereafter.

COMMUNICABLE DISEASES

DISEASE	INCUBATION PERIOD	EARLY SIGNS	COMMUNICABLE PERIOD
Chicken Pox	14- 21 days	Usually mild fever at time of eruption which resembles small water blister occurring more abundantly on the covered than the exposed parts of the body. Appears in crops.	From the day preceding eruption to probably not more than 6 days after eruption. Isolate 1 week or untilvesicles are encrusted.
Pink Eye	2-5 days	Pain and redness of the eye and lids, accompanied by swelling of the lids and occasional discharge. Mild case common.	During the active infection.
German Measles	10-21 days	Mild symptoms of head cold for 1 or 2 days followed by eruption of rash on face and body. Enlarged lymph nodes in upper neck behind ears	From 4-7 days after onset of early symptoms until 3 days after appearance of rash.
Measles	10 days to onset of fever; 13-15 days to onset of rash.	Moderate fever, puffy eyes, watering eyes, lining of cheeks and lips studded with small bluish white spots One or two days later, rash appears on face and then on body.	From 4 days before until 5th day after rash appears.
Mumps	12-16 days usually 18.	Swelling of glands in neck and front of and below the ears. One side usually first, other side a few days later.	Until swelling is gone.

Common Cold	Brief from 12 to 72 hours.	Runny nose, eyes watery, slight fever, general discomfort.	Probably not more than a day or two.
Scarlet Fever	2 - 5 days	Sudden onset- nausea, vomiting, headache, sore throat, strawberry tongue, followed by a bright red rash.	As long as symptoms are present.
Impetigo	1 - 3 days	Starts with blisters with crusty scales soon appearing. Common on the face and behind ears. Can spread to legs and arms also.	From time blisters appear until healed.
Ringworm	10 - 14 days	Begins with a small area and spreads outwards. Edges remain red with center clearing leaving ring appearance. Occurs on skin and scalp. Patchy loss of hair evident on scalp.	As long as lesions are present and viable, spores persist in contaminated materials.
Head Lice (pediculosis)	1 - 2 weeks	The louse look like dandruff. They are white and stick to hair and shaft. When a hair is pulled out, the eggs are laid on the hair shaft and do not come off easily.	While lice remain alive on infected person or in his clothing.

Scabies	Several days or weeks, until itching is noticed.	A disease caused by a mite which burrows in the skin leaving lesions. Lesions are most common around finger webs, wrists, elbows, under the arms and at belt lines. Itching is intense, especially	Until mites and eggs are destroyed.

Teaching Responsibility

The following is a list of tasks that will involve the very young. They are easy enough to end in success rather than frustration and failure, and won't have to be redone. An empty oatmeal container makes a great JOB JAR, in which slips of paper with a task written on each may be put. When a small voice says, "Me work, too," let a task be selected from the JOB JAR. Some good examples include:

* Water the outside plants
* Sweep the front steps
* Wipe off the refrigerator
* Pull ten weeds
* Feed the pet a treat
* Wash the dollies' faces
* Clean the sink (with soda)
* Dust the bookshelf
* Wash all the sandbox toys
* Put pajamas under the pillows
* Make jello for dinner
* Wash windows
* Stack cans in the pantry
* Wash the tricycle
* Help plan the dinner
* Help sort the laundry
* Give Mom a back rub
* Shine the toaster
* Shake a throw rug
* Give the pet a love
* Wash the dishes
* Water the lawn
* Wash the doll clothes
* Sweep the patio
* Carry out the trash
* Find socks in the laundry basket

If a task needs redoing, wait until the child is outside is outside or in bed. It's so deflating to think what you did isn't good enough.

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A very practical discussion of childbearing techniques is one of the charms of this book. Another is the thorough appendix of toys, equipment, records and books of interest to children and parents. How to Father is just as good, if not better.

Mothers Almanac, by Marguerite Kelly and Eliza Parsons, 1975
This very understanding discussion of parenting is written by two women who are also mothers. The frustrations and joys of caring for young children are shared along with many useful suggestions for daily activities.

Mr. Rogers Talks with Parents, by Fred Rogers, 1983
His first book especially for parents tells what he has learned from his years of helping children grow. How to cope with many everyday and extraordinary situations in order to make life with your children more rewarding.

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This is a gentle, reassuring book for parents to read. While parents are encouraged to find out all they can about raising children, they are reminded that they are the "experts" in their own home. Some general child rearing guidelines are discussed.

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What over 800 early childhood "experts" think is summarized in this very large resource book. A wide variety of topics are covered.

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Easy to read and use advice for parents and teachers on child guidance. Information and practical examples are given from several major child rearing philosophies to help meet the varied needs of parents and care givers of toddlers and preschoolers.

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A comprehensive coverage of development and practical rearing ideas for each stage of development from birth to 5 years. The author discusses the basics of feeding, sleeping, eliminating, teething, bathing and dressing. Information is easy to find and very specific.

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So many good resources were discovered in the process of writing the Parenting Advisor that the Princeton Center has decided to publish a directory for parents. The result is a very thorough compilation of local and national resources, reviews of pertinent written material and brief discussions of a wide variety of topics.

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This is a comprehensive sourcebook on parenting from a male perspective and a treasure chest of practical hints and sympathetic advice for today's involved father. There is fun and help for fathers in every situation.

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The importance of imagination and fantasy and ways to foster it in young children are the essence of this good book.

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One hundred games are arranged to reflect typical patterns of child development. The games are fun and easy for the parent to learn and can be played at any time and place.

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Offers some tools to help the child learn and grow while the parents learn grow. The activities offer an opportunity for the parent and child to gain practice in human skills in order to cope successfully with life's challenges.

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